REPORT RESUMES

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A STUDY OF THE STATUS AND FUNCTIONS OF THE ELEMENTARY SCHOOL PRINCIPALSHIP IN ILLINOIS.

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FROM THE QUESTIONNAIRE RESPONSE DATA OF A 1964 SURVEY REPRESENTING A 56-PERCENT RETURN OF ALL ELEMENTARY SCHOOLS IN ILLINOIS, 70 TABLES WERE DEVELOPED TO DEFINE THE PRINCIPAL'S ROLE AND STATUS IN RELATIONSHIP TO CURRENT PRACTICES AND EMERGING TRENDS IN THE ORGANIZATION AND ADMINISTRATION OF PUBLIC ELEMENTARY SCHOOLS. QUESTIONNAIRE CATEGORIES INCLUDED--YOU AND YOUR SCHOOL, PERSONAL INFORMATION, EDUCATION FOR THE PRINCIPALSHIP, RECRUITMENT, EXPERIENCE, FINANCIAL STATUS, YOUR POSITION, RESOURCES, PRINCIPAL'S ROLES IN ADMINISTRATION AND SUPERVISION, AND COMMUNITY WORK. VARIABLES ANALYZED INCLUDED THE ORGANIZATIONAL CHARACTERISTICS OF ELEMENTARY SCHOOLS AND PRINCIPALS' CHARACTERISTICS, USE OF TIME, AND STATUS IN THE SCHOOL SYSTEM. A PROFILE, DETERMINED FROM A NUMBER-PERCENTAGE MEASUREMENT OF RELATIONSHIPS, DESCRIBES THE AVERAGE ILLINOIS ELEMENTARY SCHOOL PRINCIPAL AS MALE, 40 YEARS OF AGE, MARRIED WITH THREE DEPENDENTS, ADMINISTERING A SINGLE SCHOOL WITH A STAFF OF 17 AND AN ENROLLMENT OF APPROXIMATELY 550 PUPILS. OTHER CHARACTERISTICS OF THE AVERAGE ELEMENTARY SCHOOL PRINCIPAL AND IMPLICATIONS OF THE STUDY FOR FURTHER RESEARCH ARE OUTLINED. (JK)

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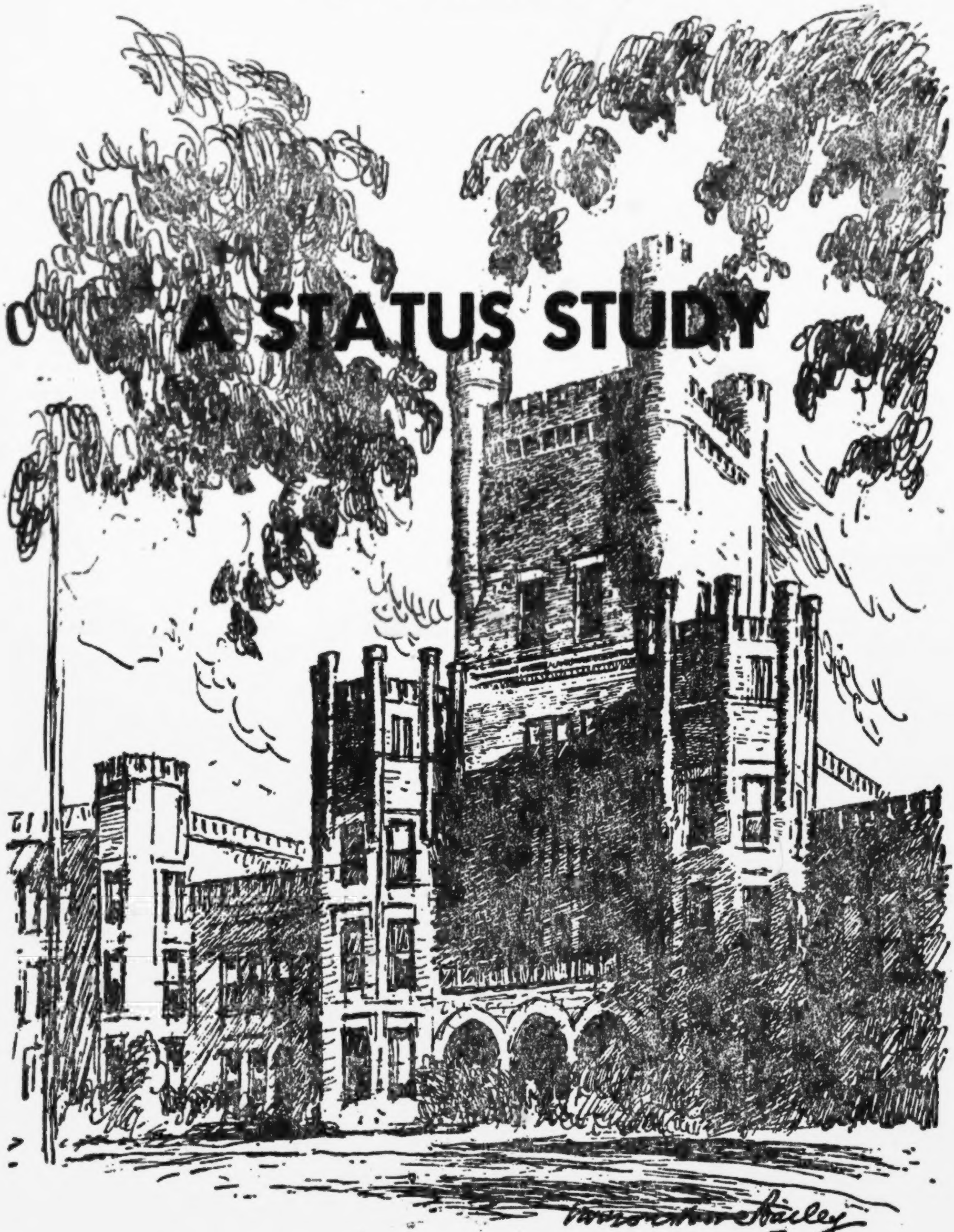
THE ELEMENTARY PRINCIPAL IN ILLINOIS

A STATUS STUDY



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A STUDY OF THE

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INTRODUCTION

It is generally agreed that school administration exists for one primary purpose; the facilitation of instruction and learning. To achieve this purpose, administration must serve the function of providing capable teachers and a school environment conducive to learning. To a great extent, the degree to which these factors are present in the elementary school is determined by the manner in which the elementary principal performs various administrative, supervisory, and human relations functions.

The modern principal's role is primarily one of educational leadership. If school operation is to be evaluated fairly and adequately, and if plans and policies are to be formulated, revised intelligently, and nurtured by all persons concerned, the elementary principal must provide the leadership. The significance of the leadership role of the principal in structuring the organization and temperament of the school, or schools, under his direction cannot be overemphasized.

It is assumed by the writers that the best schools usually have principals of ability, vision, and flexibility who are well trained for the task of administering an elementary school. If the elementary principals of Illinois are to continue the process of elevating the principalship to a truly professional position, they must begin by examining the present status of the principalship. From an understanding of the position as it exists today, and the exercise of reflection on what it may be tomorrow, plans and programs needed to produce increased effectiveness and efficiency can be developed.

Background and Content of the Study

The study reported in this bulletin was conceived and conducted by Dr. Harry Merigis, Director, School of Elementary and Junior High School Teaching and Professor of Education, and Mr. Donald Gill, Principal, Laboratory School and Assistant Professor of Education at Eastern Illinois University. The study was funded by a grant from Eastern Illinois University and was conducted with the support and active assistance of the Illinois Elementary Principal's Association.

The study seeks to present a state wide report of current practices and emerging trends in the organization and administration of public elementary schools in Illinois. The study represents an effort to ascertain how elementary principals perceive certain functions of their positions. The study makes no attempt to inquire into the causes of success or failure, strengths or weaknesses, and only a minimum effort to qualify one practice or belief as better than another.

Development of the Survey Instrument

The basic research instrument was a questionnaire containing 178 questions divided into eleven categories. The categories were: You and Your School, Personal Information, Education for the Principalship, Recruitment, Experience, Financial Status, Your Position, Resources, Principal's Role in Administration, Principal's Role in Supervision, and Community Work.

The basis for selecting items was a combination of a survey of the literature, the experience and judgment of the researchers, and conferences with elementary principals. From refinement of an initial mass of potential materials and the reactions of members of the Board of Directors of the Illinois Elementary Principals Association, the final questionnaire was developed. Many of the questions used were based upon those used in two national studies by the Department of Elementary School Principals.[1]

Conduct of the Study

It was intended that the anonymous questionnaire would be mailed to all elementary principals listed in the Directory of Illinois Schools, 1964-65, published by the Office of the Superintendent of Public Instruction. Questionnaires were mailed during October, 1964, by the Administrative Associate, Illinois Education Association. Inadvertently a substantial number of principals in Cook, DuPage, and Lake counties did not recieve copies of the questionnaire. Since these counties are among the most populous in the state, undoubtedly this seriously affected the percentage of returns and must be viewed as a limitation of the study. A return of approximately fifty-six percent of all schools in the state was achieved.

Data collected were data processed and the relationship was determined between each item and time devoted to administration, sex, and divisions of the Illinois Education Association. Because of the voluminous nature of data pertaining to divisions of the Illinois Education Association these data are presented in a separate monograph.

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[1] The Elementary School Principalship--Today and Tomorrow, The National Elementary Principal, 27th Yearbook, Vol. XXVIII, Sept., 1948

The Elementary School Principalship--A Research Study, The National Elementary Principal, 37th Yearbook, Vol. XXXVIII, Sept., 1958

Only numbers and percentages are used to show responses and relationships. These are believed to be adequate for the purpose, conditions, and nature of the study and desirable because of simplicity. Throughout this report reference will be made to the National Study. The reference cited is the Elementary School Principalship - A Research Study.

CHAPTER I

ORGANIZATIONAL CHARACTERISTICS OF ELEMENTARY SCHOOLS

The survey instrument was mailed only to elementary school principals and could include any combination of grades from kindergarten through grade eight, but not a school organized as a separate junior high school. Within the framework of this definition, the following categories of facts are reported in this chapter: (a) type and number of separate schools administered, (b) enrollment, and (c) staff.

TABLE 1 TYPE OF SCHOOL THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Types of schools administered by respondents indicate that the majority are elementary schools, although a suprisingly large percentage of respondents indicate their position as superintendent and elementary principal. This study did not seek to relate this combination of roles to assistance provided, but one must wonder how much time a superintendent can give to his dual role as elementary principal unless adequate assistance is provided. It is important to note that 18 percent of the respondents who indicate less than half time devoted to administration also indicate they are superintendent and administer an elementary school.

TABLE 2 NUMBER OF SCHOOLS THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX AND TIME DEVOTED TO ADMINISTRATION

TABLE 3 ORGANIZATION OF SCHOOLS THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX AND TIME DEVOTED TO ADMINISTRATION

The most frequent school organization reported by respondents includes grades kindergarten through sixth (37 percent). The second highest in frequency enrolls pupils from kindergarten through grade eight (24 percent). If we add to these two types the I-VI and I-VIII types, the percentages become 45 for the sixth grade school and 25 for the eight grade school. Other types of organization reported were kindergarten through grade three, and grade one through grade three.

Among teaching principals the same general pattern exists except their schools are more likely not to have a kindergarten.

The National Study reports that in 1958, 85 percent of supervising principals administered one school; 12 percent, two schools; and 3 percent, three or more schools. The same study reported that 51 percent of the sample consisted of elementary schools organized on a kindergarten through sixth grade plan.

TABLE 4 ENROLLMENT OF SCHOOLS THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Schools reporting in this study have a mean enrollment of 540 pupils. Forty-nine percent have enrollments of fewer than 400 pupils; 41 percent, 400-799 pupils; and 11 percent, 800 or more pupils. The National Study reports that in 1958 twenty-eight percent had less than 400 pupils; 54 percent, 400-799 pupils, and 18 percent, 800 or more pupils.

It is significant to note that 64.3 percent of the principals devoting less than half time to administration are employed in schools enrolling fewer than 200 pupils.

TABLE 5 NUMBER OF TEACHING POSITIONS UNDER PRINCIPAL'S CONTROL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is interesting to note that 65.5 percent of the total sample report fewer than twenty teachers working under their control. When compared on the basis of sex of the principal, there is no striking difference although approximately twice as many female as male principals supervise fewer than five teachers. Fifty-two percent of full time principals supervise fewer than 20 teachers and as might be expected 99 percent of principals devoting less than half time to administration supervise fewer than 20 teachers.

TABLE 1

TYPE OF SCHOOL THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Elementary School		Elementary and Junior High		Elementary and High School		Elementary and Superintendent		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	72.5	895	12.7	157	1.0	12	13.8	170	100	1234
Male	69.2	681	14.1	139	1.0	10	15.7	157	100	985
Female	90.8	187	5.3	11	0	0	3.9	8	100	206
Full time Administration	75.0	647	13.2	114	.8	7	11.0	95	100	863
More than half time Administration	53.3	66	16.9	21	4.0	5	25.8	32	100	124
Less than half time Administration	73.1	171	8.5	20	0	0	18.4	43	100	234

TABLE 2

NUMBER OF SCHOOLS THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	ONE		TWO		THREE		FOUR		TOTALS	
	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	85.0	1042	12.4	152	1.8	22	.8	10	100	1226
Male	83.9	819	13.2	129	1,9	19	1.0	10	100	977
Female	90.3	187	8.7	18	1.0	2	0	0	100	207
Full time Administration	80.8	688	16.0	136	2.3	20	.9	8	100	852
More than half time Administration	89.4	109	9.0	11	1.6	2	0	0	100	122
Less than half time Administration	97.9	233	1.7	4	0	0	.4	1	100	235

TABLE 3

ORGANIZATION OF SCHOOLS THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	K-6		K-8		1-6		1-8		Others		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	36.9	451	23.5	287	8.4	103	16.5	202	14.7	180	100	1223
Male	35.8	349	24.9	243	8.0	78	17.2	168	14.1	138	100	976
Female	41.0	84	16.1	33	12.2	25	13.7	28	17.0	35	100	205
Full time Administration	43.0	367	25.3	216	8.6	73	7.6	65	15.5	132	100	853
More than half time Administration	24.0	29	28.1	34	6.6	8	28.1	34	13.2	16	100	121
Less than half time Administration	20.3	48	15.3	36	8.9	21	42.4	100	13.1	31	100	236

TABLE 4
ENROLLMENT OF SCHOOLS THE PRINCIPAL ADMINISTERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Under 100		100-199		200-399		400-599		600-799		800-999		1000 and over		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	5.6	69	10.9	134	32.4	399	26.5	326	14.1	173	5.4	67	5.1	63	100	1231
Male	4.9	48	11.0	108	32.2	317	27.3	269	14.7	145	5.4	53	4.5	44	100	984
Female	9.7	20	10.2	21	35.0	72	19.4	40	11.7	24	5.3	11	8.7	18	100	206
Full Time Administration	.1	1	2.5	21	28.7	246	34.0	291	19.7	169	7.6	65	7.4	63	100	856
More than half time Administration	1.6	2	19.5	24	56.2	69	19.5	24	1.6	2	1.6	2	0.0	0	100	123
Less than half time Administration	27.3	65	37.0	88	32.4	77	2.9	7	.4	1	0.0	0	0.0	0	100	238

TABLE 5

NUMBER OF TEACHING POSITIONS UNDER PRINCIPALS CONTROL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Under 5		5-9		10-14		15-19		20-24		25-29		30-34		35-39		40 or more		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	7.9	97	15.9	195	22.1	272	19.6	241	14.2	175	8.2	101	5.0	61	2.4	30	4.7	57	100	1229
Male	6.9	68	15.3	150	22.5	220	20.4	200	14.1	138	9.2	90	5.0	49	2.4	24	4.2	41	100	980
Female	12.6	26	17.9	37	22.8	47	14.0	29	14.5	30	4.3	9	4.8	10	1.9	4	7.2	15	100	207
Full Time Administration	0.0	0	5.4	46	22.5	192	24.0	206	19.8	169	11.5	98	6.8	58	3.3	28	6.7	57	100	854
More than half time Administration	2.4	3	32.3	40	33.9	42	22.6	28	4.8	6	2.4	3	0.0	0	1.6	2	0.0	0	100	124
Less than half time Administration	38.8	92	45.6	108	13.5	32	1.3	3	0.0	0	0.0	0	0.8	2	0.0	0	0.0	0	100	237

CHAPTER 2

PERSONAL CHARACTERISTICS OF PRINCIPALS

The purpose of presenting personal data is to portray, as accurately as possible, a complete picture of the elementary principal in regard to age, sex, and family. No claim is made that males make better principals than females or that marital status is necessarily an important factor in the determination of the effectiveness of a principal.

TABLE 6 PRINCIPAL'S CLASSIFICATION BY SEX AND TIME DEVOTED TO ADMINISTRATION

In the early history of education in the United States the great majority of principals were men. Historically there has been much argument concerning the relative merits of men and women for the principalship. Fortunately such non-productive arguments have given way to a realization that individual competency, regardless of sex, is the only intelligent basis for the selection of principals.

One might assume that in the teaching principalship women would predominate, but such is not the case as the majority, 74 percent, reporting in this study are male.

The 1958 National Study by the Department of Elementary School Principals reported that 59 percent of their sample were men and 41 percent women, with 41 percent of the teaching principals men and 59 percent women. An earlier study done by the same group in 1928 reported 45 percent men and 55 percent women. Although current national figures are not available it is reasonable to assume that more men are entering the elementary principalship or that Illinois is atypical of the national picture.

TABLE 7 PRINCIPALS CLASSIFIED BY AGE FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Age in and of itself does not seem important as a criteria for the principalship. It does seem important that any dynamic profession must accept a substantial percentage of its membership from persons young enough to develop full careers within a segment of the profession.

In the sample reported here it is of interest that 49 percent are under 40 years of age. It is also worthy of note that while 58 percent of the men are under age 40, only 10 percent of the women fall within this category. A total of 18 percent of the males and 61 percent of females are over age fifty. There is not much difference in the mean ages of supervising principals and teaching principals, but there is considerable difference in the mean age of men and women principals.

The approximate mean age for the population group is 42 years; for male principals 39 years, and for female principals 52 years. In the National Study the following information was reported: Median age for the population group was 47.7 years; median age of male principals 43.2 years, and median age of female principals as 52 years. While in the National Study only 4 percent of supervising principals were under age 30, the Illinois Study found that 26.5 percent of the respondents were under 30 years of age.

TABLE 8 PRINCIPALS CLASSIFIED BY MARITAL STATUS FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 9 PRINCIPALS CLASSIFIED BY NUMBER OF DEPENDENTS FOR POPULATION GROUP, SEX AND TIME DEVOTED TO ADMINISTRATION

A much larger percentage of female teachers, 38 percent are single than is true for male, 6 percent. When the classifications of single and widowed are combined it is noted that 48 percent of female principals as compared to 6 percent of males do not live within a total family context.

As might be expected a far larger percentage of female principals, 81 percent, than male, 7 percent, have no dependents. It is interesting to note that male principals reporting four or more dependents total 43 percent.

TABLE 6

PRINCIPALS CLASSIFIED BY SEX FOR POPULATION GROUP AND TIME DEVOTED TO ADMINISTRATION

	Male		Female		Totals	
	%	No.	%	No.	%	No.
Population Group	82.5	991	17.5	210	100	1201
Full time Administration	84.1	704	15.9	133	100	837
More than half time Administration	87.5	105	12.5	15	100	120
Less than half time Administration	73.9	170	26.1	60	100	230

TABLE 7

PRINCIPALS CLASSIFIED BY AGE FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Under 26		26-30		31-35		36-40		41-45		46-50		51-55		56-65		66 and over		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	.7	9	7.1	88	18.7	232	22.1	274	13.5	168	11.5	142	12.9	160	13.3	164	0.2	3	100	1240
Male	.7	7	8.4	83	22.7	224	26.1	258	13.7	135	10.3	102	10.2	101	7.8	77	0.1	1	100	988
Female	.5	1	1.9	4	2.4	5	4.8	10	12.4	26	17.2	36	25.4	53	34.4	72	1.0	2	100	209
Full time Administration	-	-	5.2	45	19.2	166	24.7	213	14.3	124	12.0	104	12.4	107	11.9	103	.3	3	100	865
More than half time Administration	.8	1	4.1	5	22.8	28	19.5	24	12.2	15	12.2	15	13.0	16	15.4	19	-	-	100	123
Less than half time Administration	3.4	8	15.1	36	15.5	37	14.8	35	10.9	26	9.2	22	14.3	34	16.8	40	-	-	100	238

TABLE 8

PRINCIPALS CLASSIFIED BY MARITAL STATUS FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Single		Married		Widowed		Divorced		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	11.2	139	86.2	1069	2.0	25	.6	8	100	1241
Male	5.6	55	94.0	931	0.3	3	0.1	1	100	990
Female	37.5	78	48.5	101	10.6	22	3.4	7	100	208
Full time Administration	11.0	95	86.5	750	1.8	16	.7	6	100	867
More than half time Administration	8.9	11	89.5	111	1.6	2	-	-	100	124
Less than half time Administration	13.1	31	83.1	196	3.0	7	.8	2	100	236

TABLE 9

PRINCIPALS CLASSIFIED BY NUMBER OF DEPENDENTS FOR POPULATION GROUP, SEX AND TIME DEVOTED TO ADMINISTRATION

	None		1		2		3		4		5 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	19.6	243	12.1	150	13.4	166	19.6	242	17.7	219	17.6	217	100	1237
Male	6.6	65	11.7	116	15.8	156	23.3	231	21.4	211	21.2	209	100	988
Female	80.6	166	12.1	25	3.4	7	1.5	3	1.9	4	.5	1	100	206
Full time Administration	18.0	155	12.1	104	13.1	113	20.1	174	18.6	161	18.1	156	100	863
More than half time Administration	16.1	20	11.4	14	21.0	26	21.0	26	14.4	18	16.1	20	100	124
Less than half time Administration	28.0	66	12.3	29	10.2	24	16.5	39	16.9	40	16.1	38	100	236

CHAPTER 3

PRINCIPAL'S EDUCATION FOR THE PRINCIPALSHIP

This chapter seeks to present data concerning both formal and informal preparation for the principalship. Although it is recognized that formal academic preparation does not constitute the only valid preparation, and that in-service education contributes much, degrees held is a usual way to measure formal education. In addition to reporting formal education this study seeks to report the principal's perception of the value of academic experiences.

TABLE 10 DATE OF LAST FULL TIME COLLEGE ENROLLMENT BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is important to note that over half, 53 percent, of the sample have been enrolled full time in a college during the last ten years. In view of the vast and significant changes in the field of school administration within recent years, this argues well for the elementary principalship in Illinois. In respect to date of last full time enrollment in a college there is little difference between full time and part time principals, although considerably more females than males were last enrolled full time prior to 1950.

TABLE 11 YEARS OF COLLEGE COMPLETED BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 12 PRINCIPALS HIGHEST EARNED DEGREE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is dangerous to assume that the number of years a principal has spent in college is a good measure of his adequacy as a principal.

However, it is one criterion and does give some indication of interest in meeting professional qualifications for the principalship.

It should be noted that for the total sample, 2 percent have no degree while 11 percent have less than five years of college education. Conversely it is important to note that 36 percent have more than five years of college training, and 98 percent have at least four years. It is of further interest that of those persons devoting less than half time to administration, 16 percent have more than five years of college. Slightly more women, 37 percent, than men, 36 percent, have more than five years of college.

The National Study reported that 98 percent of the principals had four or more years of undergraduate college preparation; 82 percent, compared with 86 percent for the Illinois study, had varying amounts of graduate study, and 2 percent had no academic degree. It is clear that Illinois exceeds the national level of 1958.

The National Study also reported 3 percent of the sample as holders of the doctorate while the present study reports almost the same percentage, 2.9. When full time administrators are taken as a group, 4 percent hold the earned doctorate.

TABLE 13 PRINCIPAL'S HIGHEST EARNED DEGREE BY YEAR GRANTED FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

A total of 85 percent have received their most recent degree since 1950, with an amazing 62 percent receiving this degree during the last ten years, with 65 percent of the males and 47 percent of the females falling within this category. A rather startling 45 percent of those respondents devoting less than half time to administration have received their last degree since 1960.

TABLE 14 ACADEMIC MAJOR BY BACHELOR'S DEGREE FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The most significant aspect of Table 14 is that 34 percent, one third, of all respondents did not respond to this item. It is reasonable to assume that all respondents know their undergraduate major and thus one may assume that the large percent of no response indicates that a substantial percentage of the sample did not wish to reveal their undergraduate major to the researchers. An attempt to secure this information from the Office of the Superintendent of Public Instruction was not fruitful because this Office does not record such information on data processing cards.

While it is possible to obtain professional training in elementary education in ways other than through an undergraduate major in elementary education, Table 31 reveals that 26.4 percent of the sample have no elementary teaching experience; a total of 36.2 percent have one year or less, and 68.9 percent have fewer than six years. Slightly under fifty percent have graduate preparation in elementary school administration while 5.4 percent have graduate preparation in elementary education.

Almost twice as many female principals, 59 percent, as male, 37 percent report their undergraduate major as elementary education.

TABLE 15 MAJOR FIELDS OF GRADUATE EDUCATION FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The greatest single percentage, 48, report the major field of graduate study as elementary school administration. Half, 50 percent, of full time administrators report their major graduate training to be in elementary school administration. When the fields of elementary school administration, elementary education, and elementary school supervision are combined, it is noted that 65.7 percent of the responses fall under these classifications. The researchers believe that this represents a very desirable trend in the preparation of elementary principals. Male and female principals as groups report approximately the same precentages for the combined fields, but it is noted that more female, 42 percent, than male, 13 percent, report their major field of graduate study to be elementary education or elementary school supervision. Comments related to these data are made under the conclusions appearing at the end of this bulletin.

TABLE 16 PORTION OF EDUCATION IN ADMINISTRATION AND SUPERVISION PRIOR TO FIRST PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is of notable importance that a large percentage, 36 percent, of respondents indicate they received less than half of their training in administration and supervision prior to the first principalship. Only 36 percent report they had received all of their training in these areas prior to the first principalship, while 21 percent had no such training prior to the first principalship.

TABLE 17 EVALUATION OF RESOURCES FOR GUIDANCE OF PRINCIPALS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

When the categories of much help and average help are combined it is clear that principals rank the most helpful assistance as coming from local school personnel (92.1 percent), professional journals and books (62.4 percent), principals outside the system (46.2 percent), County Superintendent (41.6 percent), Office of the Superintendent of Public Instruction (35.9 percent), and consultation with colleges and universities (31.9 percent). It is clear that principals turn for assistance to the sources most accessible to them and because of the close geographical proximity of the County Superintendent to all schools, one may wonder why principals do not view this office as being of greater assistance. Data remain constant for male and female principals with the County Superintendent providing increased service to individuals reporting less than half time devoted to administration.

TABLE 18 VALUE OF COLLEGE INSTRUCTIONAL METHODS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is apparent from this Table that the internship as an instructional device has been experienced by only a small percentage of principals. When the classifications Much Help and Average Help are combined, instructional methods and precent of response are ranked as follows: Class Discussion 91 percent; Course Lectures 76 percent; Workshops 67 percent; Seminar 67 percent; Research 64 percent; Term Papers 52 percent; Field Studies 39 percent, and Internship 8 percent.

A study of Table 18 reveals that for most items female teachers indicate Much Help more frequently than did male teachers. When the classifications Much Help and Average Help are combined it is apparent that full time principals rank Workshops, Research, and Seminars as more valuable than do part time principals.

In the National Study, principals ranked college instructional methods as being of Much Benefit as follows: Class Discussion 50 percent; Workshops 39 percent; Seminars 32 percent, and Research 29 percent.

TABLE 19 HELPFULNESS OF TOTAL PREPARATION FOR ROLE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is evident that all classifications consider that they are best prepared in supervision and curriculum and most poorly prepared in the area of community relations. It may be significant to note that a greater percentage of men principals feel their preparation in administration is most helpful while female principals rank supervision and curriculum as the area in which their preparation is of greatest help. In the National Study the sample reported Supervision and Curriculum development as most helpful (48 percent), Classroom teaching (23 percent), Administration (22 percent), and Community relations (7 percent).

TABLE 20 SABBATICAL LEAVE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Approximately one fourth of the respondents are employed in school systems with sabbatical leave policies. A higher percentage of female teachers are employed in such systems and it is clear that part time principals have a minimal chance to be employed in such systems.

TABLE 21 LEAST HELPFUL AREAS OF PREPARATION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

This Table strongly supports the data presented in Table 19. It is abundantly clear that elementary principals in Illinois feel their total preparation has been of least help in meeting problems in the area of community relations. Even when one concedes that the present study may be a crude measure, these data should alert teacher preparation institutions to a need to reexamine this area in the preparation programs for elementary principals.

TABLE 22 TIME DEVOTED TO PROFESSIONAL IMPROVEMENT BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is rather astonishing to note that 6 percent of the total population group report 11 hours or more per week devoted to professional improvement. Interpolated to hours, days and weeks this percent of respondents apparently spend in this activity 44 hours per month, the equivalent of 48 eight-hour days or 9.3 working weeks during a nine month school year. The percentage for female principals is even higher. This indeed represents a dedicated group.

It is also interesting that full time principals devote only slightly more time to these activities than do principals who teach less than half time. On the average principals who devote less than half time to administration, spend fewer hours per week in professional improvement.

The question asked respondents required that they indicate the number of hours in an average week devoted to professional improvement, such as reading and study, and professional association work.

TABLE 23 MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

A substantial percent (39) of all respondents indicate they belong to a local association, Illinois Elementary School Principals Association, and Department of Elementary School Principals of the National Education Association. Female principals, over half, represent the largest single percentage (51.2) with the smallest percentage (14.5), represented by principals devoting less than half time to administration. Of considerable interest to the profession is the fact that 32.2 percent of this group belong to no professional principals organizations.

When data from this study are analyzed one notes that 63 percent belong to a local association, 69 percent to the state association, 46 percent to the national association, and 19 percent belong to none of the three. These percentages may be compared with the 1958 National Study which reports that 89 percent of respondents belonged to a local association, 85 percent to the state association, 66 percent to the national, and 6 percent to none of the three.

TABLE 24 RANKED PROFESSIONAL GROWTH EXPERIENCES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Principals engage in a variety of activities that undoubtedly contribute greatly to their professional growth. Principals were asked to make a value judgment concerning certain activities by indicating the benefits derived from each activity. Action Committees of teachers working on school problems is reported as being of most benefit. Of interest is the fact that for the population group 27 percent have not experienced an institute coordinated by a state department of education, university, or a cooperative sponsorship.

TABLE 25 POSITION JUST BEFORE FIRST PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The largest group reports they were employed as elementary teachers prior to their first principalship. While at first glance it would appear encouraging to note that slightly over half of the respondents were selected for their first principalship from the ranks of classroom teachers, one must consider that a total of 32 percent were placed in their first principalship from posts only remotely connected with elementary education.

Female principals are more likely to be recruited from the ranks of elementary teachers than are males. This may be attributed to the fact that until a few years ago there was a paucity of male elementary teachers, and while this situation has changed slightly, the preponderence of elementary teachers today are women. The principal who devotes less than half time to administration is quite likely to be an elementary classroom teacher.

TABLE 26 SOURCES OF PERSONNEL FOR THE PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is clear that personnel of the individual school are given preference in only a small percentage of schools, with major preference given to personnel within the total school system and on an equal basis to persons from outside the system. This would appear to reflect a belief on the part of superintendents and Boards of Education that they should search for the best persons to fill a position regardless of present place of employment.

Data from the National Study of 1958 indicates that greater consideration was given to personnel already employed in the school system, 55 percent; outsiders and local personnel on equal basis, 28 percent; personnel of individual school staff, 15 percent, and outsiders, 2 percent.

TABLE 27 CONSIDERATION GIVEN MEN AND WOMEN AND PREFERENCE SHOWN BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Slightly over half, 56 percent, feel that sex is not a major factor in the employment of a principal in their school system. A higher percentage of women, 70 percent, than men, 53 percent, believe this to be true. Of the respondents who feel that sex is a factor in the selection of principals in their system, 98 percent believe that men are given preference. A smaller percentage of women than men feel that men are given preference but the percentage is still high, 94 percent. The 1928 survey of the Department of Elementary School Principal, showed that 55 percent of supervising principals were women and 45 percent men. In 1948 the proportions had shifted to 59 percent men and 41 percent women. In 1958, 62 percent of supervising principals were men and 38 percent were women.

TABLE 28 TOTAL YEARS EXPERIENCE IN TEACHING, SUPERVISION, ADMINISTRATION OR OTHER SCHOOL WORK BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

This Table treats total school experience and reveals that the median years of experience falls within the 14 to 17 year range, as it does for male principals. For female principals the median falls within the 26 to 29 year range. An analysis of this Table reveals that 28 percent of male principals report more than 17 years total experience as compared with 80 percent for female principals. There is no notable difference between groups on the basis of time devoted to administration.

TABLE 29 TOTAL YEARS ADMINISTRATIVE EXPERIENCE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The median number of years of administrative experience for the population group falls within the 6 to 9 year range, as it does for both male and female principals. For respondents reporting less than half time devoted to administration, the median falls within the 2 to 9 year range. Although, in relation to total years of educational experience reported in Table 28, a wide difference was noted in experience between male and female principals, such difference is not present in relation to administrative experience.

TABLE 30 TOTAL YEARS CLASSROOM TEACHING EXPERIENCE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is clear that of the respondents, female principals have considerably greater experience than do male principals. Table 7 revealed that 58 percent of males were under 40 years of age while only 10 percent of female principals were under age forty. Therefore it is not surprising to find that 75 percent of male principals have less than ten years teaching experience compared with 22 percent for female principals. A total of 46 percent of male principals as compared to 9 percent of female principals report less than six years teaching experience. Male principals report a total of 4 percent having eighteen or more years teaching experience as compared with 42 percent for females.

Respondents were requested not to count as teaching experience teaching performed while concurrently serving as a part time administrator. When a comparison is made of principals reporting less than ten years teaching experience, it is interesting to note the following percentages: full time administration, 65.8 percent; more than half time devoted to administration, 67.8 percent; and less than half time devoted to administration, 58.6 percent.

TABLE 31 TOTAL ELEMENTARY CLASSROOM TEACHING EXPERIENCE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

It is interesting and noteworthy that 31 percent of male principals report no teaching experience in grade 1 to 6, while only 3 percent of female principals fall in the same category. Of principals reporting one year or less, 31 percent are male and 7 percent female. A high percentage, 38.6, of principals devoting less than half time to administration report no teaching experience in grades 1 to 6

TABLE 32 POSITION HELD PRIOR TO PRESENT POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Data presented in Table 32 indicate that a higher percentage of female principals were elementary classroom teachers prior to accepting their present position than was any other group. This is particularly true for principals who devote less than half time to administration with slightly over half indicating classroom teaching as the position held immediately prior to their present position.

TABLE 33 TOTAL YEARS EXPERIENCE AS PRINCIPAL BY POPULATION GROKP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The median years of experience for the population group falls within the 6 to 9 year range. A total of 37 percent of the total population report less than six years experience as a principal, as compared with 48 percent for individuals devoting less than half time to administration.

The National Study reported a median of 8.7 years experience as a principal.

TABLE 34 TOTAL YEARS EXPERIENCE IN PRESENT POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The total population group indicate that 75 percent have been principals in their present school system for less than ten years, with 51 percent indicating less than five years. A total of 23 percent of male principals, and 32 percent of female principals report being principal for more than ten years in their present school system. A total of 48 percent of full time principals, and

64 percent of principals devoting less than half time to administration report they have been a principal in their present system for less than six years. It would appear that principals in Illinois are a mobile group.

TABLE 35 ELEMENTARY PRINCIPALSHIP AS A FINAL OCCUPATIONAL GOAL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 36 FINAL OCCUPATIONAL GOAL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

A total of 43 percent of all respondents stated that they plan to remain in the elementary principalship. When male and female principals are compared, twice as many females, 74 percent, as male, 35 percent, view the elementary principalship as their final occupational goal. On the basis of time devoted to administration their is no significant difference between the three classifications reported.

Of those who do not view the elementary principalship as a final occupational goal, the largest group, 39 percent, aspire to the superintendency with 16 percent ranking college teaching second. Male principals rank the superintendency first, 42 percent, with college teaching ranked second, 15 percent. Female principals rank other educational positions first, 35 percent, and college teaching second, 19 percent. An amazingly high percentage, 17 percent, of female principals aspire to the high school principalship.

It is probably misleading to interpret these data as dissatisfaction with the principalship as an occupation. It is likely that these data do represent a desire to move to roles perceived to be of greater prestige and more lucrative.

Data presented in the National Study indicate that 63 percent of the total sample viewed the elementary principalship as the final occupational goal. Twenty-five percent of all principals saw the superintendency as their goal, 17 percent aspired to a supervisory position, 17 percent aspired to college or university teaching, and 16 percent aspired to the assistant superintendency. Forty-two percent of men supervising principals who aspired to another position indicated the superintendency.

TABLE 10

DATE OF LAST FULL TIME COLLEGE ENROLLMENT FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Prior to 1940		1940-44		1945-49		1950-54		1955-60		1960-64		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	9.5	116	3.7	46	8.1	100	22.9	281	27.4	336	28.4	348	100	1227
Male	6.1	60	3.1	30	7.7	75	24.7	242	29.2	285	29.2	285	100	977
Female	24.7	51	6.8	14	11.2	23	13.6	28	19.4	40	24.3	50	100	206
Full time Administration	8.9	76	4.1	35	9.0	77	25.6	220	26.1	224	26.3	226	100	858
More than half time Administration	10.0	12	6.7	8	5.8	7	23.4	28	33.3	40	20.8	25	100	120
Less than half time Administration	11.5	27	1.3	3	6.0	14	12.8	30	28.2	66	40.2	94	100	234

TABLE 11

YEARS OF COLLEGE COMPLETED
BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Less than 4		4		5		6		7 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	1.7	21	9.0	112	53.2	659	24.3	301	11.8	146	100	1239
Male	1.2	12	7.9	78	55.0	542	24.7	244	11.2	110	100	986
Female	3.8	8	14.4	30	44.5	93	22.5	47	14.8	31	100	209
Full time Administration	.2	2	3.0	26	52.6	455	28.9	250	15.3	132	100	865
More than half time Administration	.8	1	13.7	17	64.6	80	16.9	21	4.0	5	100	124
Less than half time Administration	7.7	18	28.9	68	47.7	112	11.9	28	3.8	9	100	235

TABLE 12

PRINCIPAL'S HIGHEST EARNED DEGREE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	No degree		Less than 4 yr.		Bachelor's		Master's		Advanced Certificate		Doctor's		total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	1.2	15	.2	3	12.9	159	76.6	943	6.2	76	2.9	36	100	1232
Male	1.0	10	.3	3	11.3	111	78.1	766	6.6	65	2.7	27	100	982
Female	2.4	5	-	-	21.4	44	68.9	142	3.4	7	3.9	8	100	206
Full time Administration	.1	1	.1	1	4.8	41	83.3	716	7.7	66	4.0	34	100	859
More than half time Administration	.8	1	-	-	18.7	23	74.8	92	4.1	5	1.6	2	100	123
Less than half time Administration	5.5	13	.9	2	39.6	93	52.3	123	1.7	4	-	-	100	235

TABLE 13

PRINCIPAL'S HIGHEST EARNED DEGREE BY YEAR GRANTED FOR POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Prior to 1940		1940-1944		1945-1949		1950-1954		1955-1960		1960-1964		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	4.2	52	4.7	58	6.7	82	22.9	280	32.8	402	28.7	351	100	1225
Male	3.8	37	3.7	36	4.9	48	22.6	222	35.0	344	30.0	295	100	982
Female	6.0	12	7.5	15	16.5	33	23.0	46	23.5	47	23.5	47	100	200
Part time Administration	3.8	33	5.1	44	7.0	60	25.6	221	33.1	286	25.4	219	100	863
More than half time Administration	4.1	5	6.5	8	8.1	10	16.3	20	41.4	51	23.6	29	100	123
Less than half time Administration	6.2	14	2.2	5	5.3	12	15.3	35	25.8	58	44.9	101	100	225

TABLE 14

ACADEMIC MAJOR BY BACHELOR'S DEGREE
BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Biol.		Bus.		Chem.		Econ.		El.Ed.		Eng.		Geog.		Hist.		Ind.Arts		Math.	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	2.9	24	3.5	29	1.3	11	2.2	18	37.2	305	4.4	36	1.2	10	7.9	65	3.8	31	3.5	29
Male	3.1	21	4.1	28	1.3	9	2.6	18	32.8	225	3.6	24	1.2	8	8.2	56	4.5	31	3.7	25
Female	2.2	3	.7	1	1.5	2	.0	0	58.9	80	8.8	12	1.5	2	6.6	9	.0	0	2.9	4
Full Time Administration	3.2	18	3.2	18	1.9	11	2.6	15	35.3	201	5.3	30	1.4	8	7.7	44	4.2	24	4.4	25
More than half time Administration	3.4	3	1.1	1	.0	0	2.3	2	29.5	26	3.4	3	.0	0	9.1	8	4.5	4	3.5	3
Less than half time Administration	1.8	3	6.1	10	.0	0	.6	1	47.9	78	1.8	3	1.3	2	8.0	13	1.8	3	.6	1

TABLE 14 (Continued)

	Mens P.E.	N	Soc.St.		Sociol.		Pre-Ag		Misc.*		Total	
	%		%	N	%	N	%	N	%	N	%	N
Population Group	15.3	125	6.1	50	1.2	10	1.7	14	7.8	64	100.0	821
Male	18.2	125	6.4	44	1.3	9	2.0	14	7.0	48	100.0	685
Female	0.0	0	4.4	6	.7	1	0.0	0	11.8	16	100.0	136
Full Time Administration	14.0	80	6.6	38	1.2	7	1.6	9	7.4	42	100.0	570
More than half time Administration	22.8	20	6.8	6	2.3	2	3.4	3	8.0	7	100.0	88
Less than half time Administration	15.3	25	3.7	6	.6	1	1.3	2	9.2	15	100.0	163

*Includes following fields reporting less than 1 percent: Art, Botany, Junior High Education, Engineering, German, Spanish, Health Education, Home Economics, Physical Science, Physiology, Political Science, Psychology, Speech, Zoology.

TABLE 15

MAJOR FIELD OF GRADUATE EDUCATION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	None		El.Adm.		Sec.Adm.		Supt.		Subject Area		El.Ed.		El.Sup.		Others		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	2.5	27	47.8	527	5.3	58	10.3	114	5.2	57	5.4	60	12.5	138	11.0	121	100	1102
Male	2.1	19	49.1	435	6.1	54	12.7	112	5.0	44	3.6	32	9.5	84	11.9	105	100	885
Female	4.4	8	40.8	74	.6	1	0	0	3.9	7	14.9	27	27.1	49	8.3	15	100	181
Full Time Administration	.3	2	50.0	387	5.2	40	9.8	76	5.3	41	4.1	32	12.9	100	12.4	96	100	774
More than half time Administration	4.7	5	44.3	47	8.5	9	17.9	19	4.7	5	3.8	4	10.4	11	5.7	6	100	106
Less than half time Administration	9.7	20	39.6	82	4.3	9	8.7	18	4.8	10	11.6	24	12.1	25	9.2	19	100	207

TABLE 16

PORTION OF EDUCATION IN ADMINISTRATION AND SUPERVISION PRIOR TO FIRST PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	None		1/4		1/2		3/4		All		No formal educ. for principalship		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	21.4	263	14.6	180	10.8	133	14.7	181	35.7	440	2.8	34	100	1231
Male	21.3	209	15.5	152	11.8	116	14.6	143	35.0	344	1.8	18	100	982
Female	23.4	48	8.3	17	5.9	12	16.1	33	39.5	81	6.8	14	100	205
Full time Administration	17.5	151	14.3	123	10.9	94	15.2	131	40.8	351	1.3	11	100	861
More than half time Administration	23.0	28	18.0	22	14.8	18	14.8	18	28.7	35	0.7	1	100	122
Less than half time Administration	35.2	82	14.6	34	8.6	20	11.2	26	21.0	49	9.4	22	100	233

TABLE 17

EVALUATION OF RESOURCES FOR GUIDANCE OF PRINCIPALS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Much help		Avg. help		Little help		No help		Total	
	%	N	%	N	%	N	%	N	%	N
Population Group										
Supt. of Public Instruction	4.8	50	31.1	326	49.2	516	14.9	156	100	1048
Consultation with College & Univ. Personnel	5.3	53	26.6	267	43.5	437	24.6	247	100	1004
Prof. Assoc.	13.1	139	49.3	525	32.1	342	5.5	58	100	1064
Local School Personnel	62.5	715	29.6	338	6.1	70	1.8	21	100	1144
Prof. Journals & Books	22.6	251	58.0	644	18.1	201	1.3	14	100	1110
Principals outside system	9.1	94	37.1	384	34.2	354	19.6	202	100	1034
County Supt.	11.7	124	29.9	316	35.9	380	22.5	238	100	1058
Male										
Supt. of Public Instruction	4.8	41	29.3	251	50.5	433	15.4	132	100	857
Consult. with College & Univ. Personnel	4.5	37	26.6	221	44.5	370	24.4	203	100	831
Prof. Assoc.	12.0	104	48.0	416	34.2	297	5.8	50	100	867
Local School Per	61.8	569	30.1	277	6.4	59	1.7	16	100	921
Prof.Jr.&Books	20.7	184	57.7	515	20.1	179	1.5	13	100	891
Prin. outside System	9.1	77	39.3	332	34.6	293	17.0	144	100	846
County Supt.	11.7	101	29.8	257	36.5	315	22.0	190	100	863

TABLE 17 (Continued)

	Much Help		Avg. help		Little help		No help		Total	
	%	N	%	N	%	N	%	N	%	N
Female										
Supt. of Public Instruction	4.4	7	40.0	64	42.5	68	13.1	21	100	160
Consultation with College & Univ. Personnel	10.3	15	24.8	36	36.6	53	28.3	41	100	145
Prof. Assoc.	18.2	30	53.9	89	23.7	39	4.2	7	100	165
Local School Pers	66.3	124	27.3	51	5.3	10	1.1	2	100	187
Prof. Journals & Books	32.1	60	58.3	109	9.1	17	.5	1	100	187
Principals outside system	6.3	10	27.8	44	30.4	48	35.5	56	100	158
County Supt.	11.7	19	30.6	50	30.7	50	27.0	44	100	163
Full time Administration										
Supt. of Public Instruction	4.7	35	27.4	205	52.7	394	15.2	114	100	748
Consultation with College & Univ. Personnel	5.1	37	27.3	198	44.9	325	22.7	164	100	724
Prof. Assoc.	14.0	108	51.6	399	30.4	235	4.0	31	100	773
Local Personnel	66.2	542	27.9	228	4.9	40	1.0	8	100	818
Prof. Journal & Books	24.2	193	59.7	475	15.2	121	.9	7	100	786
Prin. outside system	8.5	63	34.6	258	35.5	264	21.4	159	100	744
County Supt.	8.6	64	25.4	189	38.1	284	27.9	208	100	745

TABLE 17 (Continued)

	Much Help		Avg. Help		Little Help		No Help		Total	
	%	N	%	N	%	N	%	N	%	N
More than half time Administration										
Supt. of Public Instruction	4.6	5	38.5	42	43.1	47	13.8	15	100	109
Consultation with College & Univ. Personnel	3.8	4	26.9	28	48.1	50	21.2	22	100	104
Prof. Assoc.	10.0	11	44.5	49	40.9	45	4.6	5	100	110
Local Personnel	53.9	62	36.5	42	7.8	9	1.8	2	100	115
Prof. Journal & Books	19.5	22	61.1	69	18.6	21	.8	1	100	113
Prin. outside system	10.3	11	47.7	51	29.0	31	13.0	14	100	107
County Supt.	18.7	20	42.1	45	29.0	31	10.2	11	100	107
Less than half time Administration										
Supt. of Public Instruction	5.6	10	40.1	71	40.1	71	14.2	25	100	177
Consultation with College & Univ. Personnel	6.7	11	20.9	34	35.6	58	36.8	60	100	163
Prof. Assoc.	10.1	17	41.1	69	35.7	60	13.1	22	100	168
Local Personnel	50.8	100	34.0	67	9.6	19	5.6	11	100	197
Prof. Journal & Books	16.6	31	49.2	92	31.0	58	3.2	6	100	187
Prin. outside system	10.6	18	41.2	70	31.2	53	17.0	29	100	170
County Supt.	20.8	40	40.6	78	29.2	56	9.4	18	100	192

TABLE 18

VALUE OF COLLEGE INSTRUCTIONAL METHODS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Much Help		Avg. Help		Little Help		No Exp.		Total	
	%	N	%	N	%	N	%	N	%	N
pulation Group										
Internship	5.8	60	2.5	26	1.5	16	90.2	934	100	1036
Workshops	24.2	267	43.0	476	17.9	198	14.9	165	100	1106
Field Studies	10.0	105	28.6	299	23.3	243	38.1	398	100	1045
Research	19.6	210	44.4	475	20.3	217	15.7	167	100	1069
Course Lecture	21.2	233	55.0	603	19.8	217	4.0	44	100	1097
Class Discussion	40.1	444	51.0	565	6.3	70	2.6	28	100	1107
Term Papers	11.6	124	40.7	435	39.0	417	8.7	92	100	1068
Seminar	28.7	305	38.5	410	11.5	122	21.3	227	100	1064
ale										
Internship	5.7	49	2.7	23	1.4	12	90.2	776	100	860
Workshops	21.5	195	44.3	401	19.7	178	14.5	131	100	905
Field Studies	10.2	88	28.8	249	23.7	205	37.3	323	100	865
Research	18.8	167	45.9	407	20.8	185	14.5	129	100	888
Course Lectures	19.3	173	55.7	501	21.5	193	3.5	31	100	898
Class Discussions	39.9	361	52.3	474	6.0	54	1.8	16	100	905
Term Papers	10.1	89	41.0	362	41.6	367	7.3	64	100	885
Seminars	28.0	248	39.2	346	11.6	103	21.2	188	100	885

TABLE 18 (Continued)

	Much Help		Avg. Help		Little Help		No Exp.		Total	
	%	N	%	N	%	N	%	N	%	N
More than half time administration										
Internship	8.6	9	1.0	1	3.8	4	86.6	91	100	105
Workshops	24.8	28	38.9	44	20.4	23	15.9	18	100	113
Field Studies	5.7	6	30.2	32	22.6	24	41.5	44	100	106
Research	17.9	19	41.5	44	17.0	18	23.6	25	100	106
Course Lectures	15.5	17	61.8	68	19.1	21	3.6	4	100	110
Class Discussions	30.6	34	62.2	69	6.3	7	.9	1	100	111
Term Papers	9.3	10	44.9	48	38.3	41	7.5	8	100	107
Seminars	18.7	20	42.1	45	12.1	13	27.1	29	100	107
Less than half time administration										
Internship	6.1	10	1.8	3	1.8	3	90.3	147	100	163
Workshops	19.0	34	40.8	73	17.3	31	22.9	41	100	179
Field Studies	8.3	13	24.4	38	26.3	41	41.0	64	100	156
Research	18.3	30	40.9	67	22.0	36	18.8	31	100	164
Course Lectures	27.4	48	42.9	75	21.7	38	8.0	14	100	175
Class Discussion	41.3	74	44.1	79	7.8	14	6.8	12	100	179
Term Papers	15.8	26	32.1	53	37.6	62	14.5	24	100	165
Seminars	19.5	31	30.8	49	13.2	21	36.5	58	100	159

TABLE 18 (Continued)

	Much Help		Avg. Help		Little Help		No Exp.		Total	
	%	N	%	N	%	N	%	N	%	N
Female										
Internship	4.1	6	2.1	3	2.1	3	91.7	134	100	146
Workshops	33.1	55	37.4	62	10.2	17	19.3	32	100	166
Field Studies	9.9	15	27.6	42	17.8	27	44.7	68	100	152
Research	23.7	36	37.5	57	16.4	25	22.4	34	100	152
Course Lectures	30.5	51	52.1	87	10.8	18	6.6	11	100	167
Class Discussions	38.7	65	48.3	81	6.5	11	6.5	11	100	168
Term Papers	19.9	31	40.4	63	24.3	38	15.4	24	100	156
Seminars	30.7	46	36.7	55	9.3	14	23.3	35	100	150
Full time Administration										
Internship	5.4	41	2.9	22	1.2	9	90.5	684	100	756
Workshops	24.9	199	44.5	356	17.6	141	13.0	104	100	800
Field Studies	11.0	85	29.1	224	22.8	176	37.1	286	100	771
Research	19.9	157	45.5	358	20.6	162	14.0	110	100	787
Course Lectures	20.9	167	56.6	452	19.4	155	3.1	25	100	799
Class Discussion	41.3	332	50.7	408	6.1	49	1.9	15	100	804
Term Papers	10.9	85	42.0	329	39.6	310	7.5	59	100	783
Seminars	31.8	250	39.7	312	10.8	85	17.7	139	100	786

TABLE 19

HELPFULNESS OF TOTAL PREPARATION FOR ROLE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Administration		Supervision & Curriculum		Community Relations		Leadership		Total	
	%	N	%	N	%	N	%	N	%	N
Population Group	35.8	413	43.5	502	6.3	73	14.4	167	100	1155
Male	38.0	354	40.5	377	6.9	64	14.6	136	100	931
Female	23.1	43	58.6	109	3.2	6	15.1	28	100	186
Full time Administration	37.1	305	43.6	358	4.8	39	14.5	119	100	821
More than half time Administration	36.4	43	42.4	50	9.3	11	11.9	14	100	118
Less than half time Administration	29.7	60	43.6	88	11.4	23	15.3	31	100	202

TABLE 20

SABBATICAL LEAVE
BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	YES		NO		TOTAL	
	%	N	%	N	%	N
Population Group	27.8	340	72.2	885	100	1225
Male	26.8	263	73.2	719	100	982
Female	35.4	70	64.6	128	100	198
Full time Administration	34.3	296	65.7	567	100	863
More than half time Administration	11.7	14	88.3	106	100	120
Less than half time Administration	10.5	24	89.5	204	100	228

TABLE 21

LEAST HELPFUL AREAS OF PREPARATION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Administration		Supervision & Curriculum		Community Relations		Leadership		Total	
	%	N	%	N	%	N	%	N	%	
Population Group	15.6	178	21.4	244	43.8	499	19.2	218	100	11
Male	14.9	138	22.7	211	42.5	394	19.9	185	100	9
Female	19.9	34	15.8	27	48.5	83	15.8	27	100	1
Full time Administration	14.4	117	20.8	169	44.9	364	19.9	161	100	8
More than half time Administration	17.4	20	23.5	27	36.5	42	22.6	26	100	1
Less than half time Administration	20.0	40	23.0	46	42.5	85	14.5	29	100	

TABLE 22

TIME DEVOTED TO PROFESSIONAL IMPROVEMENT BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	None		1 - 2		3 - 4		5		6		7		8		9 - 10		11 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	.8	10	18.6	228	29.2	358	15.1	185	14.2	174	3.7	45	7.1	87	5.7	71	5.6	70	100	1228
Male	.9	9	18.5	182	30.5	300	14.8	145	14.0	138	3.5	34	7.1	70	5.4	53	5.3	52	100	983
Female	.5	1	14.5	29	25.0	50	17.0	34	13.5	27	5.5	11	8.5	17	8.0	16	7.5	15	100	200
Full time Administration	.5	4	16.3	140	28.0	241	15.9	137	14.8	127	4.1	35	7.5	65	6.3	54	6.6	58	100	861
More than half time Administration	0	0	19.0	23	28.1	34	15.7	19	19.8	24	2.5	3	7.4	9	5.8	7	1.7	2	100	121
Less than half time Administration	2.6	6	25.9	60	34.1	79	11.6	27	9.5	22	2.6	6	5.6	13	3.9	9	4.2	10	100	232

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TABLE 23

MEMBERSHIP IN PROFESSIONAL PRINCIPALS ASSOC. BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	LOCAL, IESPA & DESP OF NEA		LOCAL & IESPA		LOCAL & DESPA OF NEA		LOCAL		IESPA & DESPA OF NEA		IESPA		DESPA OF NEA		NONE OF THE THREE		TOTAL	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	39.0	468	20.4	224	2.8	34	8.0	96	2.3	28	7.2	86	1.8	22	18.5	221	100	1179
Male	36.2	348	22.2	213	2.7	26	8.1	78	2.4	23	7.8	75	1.8	17	18.8	181	100	961
Female	51.2	100	12.3	24	3.1	6	8.2	16	2.6	5	4.6	9	2.6	5	15.4	30	100	195
Full time Administration	46.9	396	18.7	158	3.3	28	6.6	56	2.4	20	5.6	47	2.2	19	14.3	121	100	845
More than half time Administration	27.7	33	23.5	28	1.7	2	7.6	9	1.7	2	14.3	17	.8	1	22.7	27	100	119
Less than half time Administration	14.5	32	25.3	56	1.8	4	14.0	31	1.8	4	9.5	21	.9	2	32.2	71	100	221

TABLE 24

RANKED PROFESSIONAL GROWTH EXPERIENCES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Much benefit		average benefit		little benefit		not exp.		total	
	%	N	%	N	%	N	%	N	%	N
pulation Group										
rof. writing r publication	6.7	72	9.8	105	6.2	66	77.3	826	100	1069
eaching college r Univ. classes	11.0	117	5.2	55	2.2	23	81.6	872	100	1067
orking on study omm. of prof. org.	21.8	240	34.1	376	9.4	104	34.7	383	100	1103
onsultant to other chools or school ystems	6.4	68	10.8	115	3.7	39	79.1	840	100	1062
peeches or discussons at meetings of rof. assoc. of rincipals	23.4	263	42.3	476	8.3	93	26.0	294	100	1126
nstitutes	18.3	202	40.1	442	14.4	158	27.2	299	100	1101
ction committees	42.6	480	38.7	437	7.2	81	11.5	130	100	1128
ale										
rof. writing or publication	6.1	54	9.4	83	6.1	54	78.4	689	100	880
eaching college r Univ. classes	9.7	85	5.1	45	1.9	17	83.3	728	100	875
orking on study omm. of prof. org.	19.0	170	33.9	303	10.2	91	36.9	330	100	894
onsultant to other chools	6.3	55	10.6	93	3.8	33	79.3	694	100	875
peeches or iscussions	23.6	216	42.3	387	7.7	70	26.4	242	100	915
nstitutes	17.4	157	40.3	363	15.2	137	27.1	243	100	900
ction committees	42.6	391	37.7	345	8.0	73	11.7	107	100	916

TABLE 24 (Continued)

	Much benefit		average benefit		little benefit		not exp.		total	
	%	N	%	N	%	N	%	N	%	N
Female										
Prof. writing for publication	10.7	17	11.9	19	6.3	10	71.1	113	100	159
Teaching college or univ. classes	18.6	30	5.6	9	1.9	3	73.9	119	100	161
Working on study comm. of prof.org.	33.9	59	32.2	56	5.7	10	28.2	49	100	174
Consultant to other schools or school system.	5.8	9	10.3	16	3.9	6	80.0	124	100	155
Speeches or discussions at meetings of prof. associations of principals.	21.7	38	42.3	74	10.9	19	25.1	44	100	175
Institutes	21.7	36	39.2	65	9.6	16	29.5	49	100	166
Action Committee	42.6	75	43.2	76	3.4	6	10.8	19	100	176
Full time Administration										
Prof. writing for publication	8.1	63	11.6	90	6.8	53	73.5	573	100	779
Teaching college or univ.classes	13.2	102	5.8	45	2.5	19	78.5	607	100	773
Working on study comm. of prof. org.	26.3	209	33.5	267	9.4	75	30.8	245	100	796
Consultant to other schools	7.4	57	12.1	93	3.4	26	77.1	592	100	768
Speeches or discussions at meetings of prof. assoc. of principals	25.4	204	44.9	361	7.7	62	22.0	177	100	804
Institutes	19.2	152	42.2	334	14.3	113	24.3	193	100	792
Action Committee	46.1	372	37.8	305	6.4	52	9.7	78	100	807

TABLE 24 (Continued)

	Much benefit		Average benefit		Little benefit		Not exp.		Total	
	%	N	%	N	%	N	%	N	%	N
More than half time Administration	2.0	2	5.0	5	8.0	8	85.0	85	100	100
Teaching college or Univ. classes	7.9	8	2.0	2	0	0	90.1	91	100	101
Working on study comm. of prof. org.	11.4	12	36.2	38	11.4	12	41.0	43	100	105
Consultant to other schools	3.9	4	10.8	11	3.9	4	81.4	83	100	102
Speeches or discussions at meetings of prof. assoc. of principals.	28.3	32	38.1	43	10.6	12	23.0	26	100	113
Institutes	21.3	23	39.8	43	13.9	15	25.0	27	100	108
Action Committees	36.0	40	38.7	43	7.2	8	18.1	20	100	111
Less than half time Administration										
Prof. writing for publication	3.9	7	5.0	9	2.8	5	88.3	158	100	179
Teaching college or Univ. classes	3.8	7	3.8	7	2.2	4	90.2	164	100	182
Working on study comm. of prof. organization	8.5	16	34.0	64	8.6	16	48.9	92	100	188
Consultant to other schools	2.8	5	5.0	9	5.0	9	87.2	156	100	179
Speeches or discussions at meetings of prof. assoc. of principals	11.3	22	34.9	68	9.2	18	44.6	87	100	195
Institutes	12.2	23	33.3	63	15.3	29	39.2	74	100	189
Action Committee	31.0	61	43.1	85	10.2	20	15.7	31	100	197

TABLE 25

POSITION JUST BEFORE FIRST PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	El. Teacher		Jr. or Sr. High Teacher		Supervisor		Coach		Supt. of Schools		Grad. Student		Undergrad. Student		Military Service		Others		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	54.1	588	24.0	261	1.6	17	2.4	26	2.0	22	1.0	11	1.5	16	.8	9	12.6	136	100	1086
Male	50.3	429	26.1	223	1.5	13	3.0	26	2.3	20	1.1	9	1.9	16	1.1	9	12.7	108	100	853
Female	71.0	137	15.0	29	2.1	4	0	0	0	0	.5	1	0	0	0	0	11.4	22	100	193
Full time Administration	50.6	391	25.9	200	1.9	15	2.4	18	2.4	18	1.0	8	1.3	10	.6	5	13.9	107	100	772
More than half time Administration	52.5	53	22.8	23	1.0	1	2.9	3	4.0	4	1.0	1	2.9	3	1.0	1	11.9	12	100	101
Less than half time Administration	68.0	136	17.5	35	.5	1	2.5	5	0	0	1.0	2	1.0	2	1.0	2	8.5	17	100	200

TABLE 26

SOURCES OF PERSONNEL FOR THE PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	School Staff Personnel		Personnel within School system		Outsiders & School Personnel		Persons outside the School System		Total	
	%	N	%	N	%	N	%	N	%	N
Population Group	12.3	146	32.7	388	49.5	588	5.5	65	100	1187
Male	11.1	105	31.5	299	51.2	485	6.2	59	100	948
Female	17.0	33	39.2	76	42.3	82	1.5	3	100	194
Full time Administration	10.9	91	34.2	287	50.4	422	4.5	38	100	383
More than half time Administration	13.8	16	32.8	38	47.4	55	6.0	7	100	116
Less than half time Administration	17.7	39	26.8	59	46.4	102	9.1	20	100	220

TABLE 27

CONSIDERATION GIVEN MEN AND WOMEN FOR PRINCIPALSHIP IS EQUAL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	YES		NO		TOTAL	
	%	N	%	N	%	N
Population Group	56.3	668	43.7	518	100	1186
Male	53.3	506	46.7	443	100	949
Female	70.1	136	29.9	58	100	194
Full time Administration	59.0	493	41.0	343	100	836
More than half time Administration	48.3	56	51.7	60	100	116
Less than half time Administration	49.8	110	50.2	111	100	221

PREFERENCE GIVEN MEN AND WOMEN FOR PRINCIPALSHIP BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	MEN		WOMEN		TOTAL	
	%	N	%	N	%	N
Population Group	98.1	516	1.9	10	100	526
Male	98.9	441	1.1	5	100	446
Female	93.7	59	6.3	4	100	63
Full time Administration	99.1	342	.9	3	100	345
More than half time Administration	98.4	60	1.6	1	100	61
Less than half time Administration	94.8	110	5.2	6	100	116

TABLE 28

TOTAL YEARS EXPERIENCE IN TEACHING, SUPERVISION, ADMINISTRATION OR OTHER SCHOOL WORK BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	1		2 - 5		6 - 9		10 - 13		14 - 17		18 - 21		22 - 25		26 - 29		30 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	.2	2	3.4	42	17.2	212	20.2	249	21.2	261	7.5	92	7.0	86	7.7	95	15.6	192	100	1231
Male	.2	2	3.6	35	20.5	202	23.0	226	24.7	243	6.1	60	5.5	54	6.0	59	10.4	102	100	983
Female	.0	0	2.0	4	3.4	7	7.9	16	6.9	14	13.8	28	13.8	28	15.3	31	36.9	75	100	203
Full time Administration	.0	0	1.4	12	15.9	137	21.6	186	24.0	206	7.3	63	6.7	58	7.9	68	15.2	130	100	860
More than half time Administration	.0	0	1.6	2	18.9	23	22.1	27	16.4	20	8.2	10	7.4	9	9.0	11	16.4	20	100	122
Less than half time Administration	.9	2	11.5	27	21.7	51	14.5	34	13.2	31	7.7	18	7.2	17	6.4	15	16.9	40	100	235

TABLE 29

TOTAL YEARS ADMINISTRATION EXPERIENCE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	1		2 - 5		6 - 9		10 - 13		14 - 17		18 - 21		22 - 25		26 - 29		30 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	7.1	87	28.6	351	26.9	330	14.6	179	9.4	115	5.5	67	4.2	52	1.7	21	2.0	24	100	1226
Male	7.2	71	30.2	296	26.4	259	14.6	143	8.8	86	5.2	51	4.1	40	1.8	18	1.7	17	100	981
Female	6.0	12	23.9	48	31.3	63	14.4	29	11.4	23	6.0	12	4.5	9	1.0	2	1.5	3	100	201
Full time Administration	5.2	45	26.7	229	28.6	245	15.9	136	10.5	90	5.0	43	4.4	38	1.5	13	2.2	19	100	858
More than half time Administration	5.8	7	32.2	39	19.8	24	14.0	17	7.4	9	6.7	8	6.7	8	3.3	4	4.1	5	100	121
Less than half time Administration	15.0	35	34.8	81	23.6	55	9.9	23	6.9	16	6.4	15	1.7	4	1.7	4	.0	0	100	233

TABLE 30

TOTAL YEARS CLASSROOM TEACHING EXPERIENCE BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	NONE		1		2 - 5		6 - 9		10 - 13		14 - 17		18 - 21		22 - 25		26 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	2.1	26	3.8	47	33.1	405	25.8	316	15.8	194	8.4	103	4.0	49	3.8	47	3.2	38	100	1225
Male	2.6	25	4.5	44	39.2	382	28.9	283	15.2	149	5.6	55	1.6	16	1.1	11	1.3	13	100	978
Female	0	0	.5	1	8.4	17	12.8	26	14.8	30	21.7	44	14.3	29	16.7	34	10.8	22	100	203
Full time Administration	1.7	15	3.3	28	32.6	279	28.2	241	16.8	144	8.5	73	3.2	27	4.0	34	1.7	15	100	856
More than half time Administration	5.8	7	2.5	3	37.2	45	22.3	27	15.7	19	9.1	11	2.5	3	1.7	2	3.2	4	100	121
Less than half time Administration	1.4	3	6.4	15	31.6	74	19.2	45	13.2	31	8.1	19	7.7	18	4.7	11	7.7	18	100	234

TABLE 31

TOTAL ELEMENTARY CLASSROOM TEACHING EXPERIENCE BY POPULATION GROUP, SEX AND TIME DEVOTED TO ADMINISTRATION

	NONE		1		2 - 5		6 - 9		10 - 13		14 - 17		18 - 21		22 - 25		26 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	26.4	320	9.8	119	32.7	396	13.4	162	6.2	75	4.5	54	3.5	42	1.9	23	1.6	21	100	1212
Male	31.2	303	11.0	107	36.7	356	13.3	129	4.1	40	1.9	18	.9	9	.4	4	.5	5	100	971
Female	3.0	6	3.5	7	14.1	28	15.2	30	14.6	29	17.2	34	16.2	32	9.1	18	7.1	14	100	198
Full Time Administration	24.9	212	9.2	78	36.2	308	14.1	120	6.2	53	4.2	36	2.6	22	1.5	14	1.1	9	100	852
More than half time Administration	37.6	44	11.0	13	24.8	29	13.7	16	4.3	5	4.3	5	.9	1	1.7	2	1.7	2	100	117
Less than half time Administration	25.8	59	11.8	27	24.0	55	10.5	24	7.4	17	5.2	12	8.3	19	3.1	7	3.9	9	100	229

TABLE 32

POSITION HELD PRIOR TO PRESENT POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	El. Teacher		Jr. - Sr. High Teacher		Coach		Supt of Schools		Grad Student		Undergrad Student		Mil. Service		El. Prin.		Others		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	37.1	421	19.7	223	1.7	19	4.8	54	.8	9	.4	4	.2	2	20.2	230	15.1	172	100	1134
Male	31.4	279	20.6	183	2.1	19	5.6	50	1.0	9	.4	4	.2	2	23.1	206	15.6	139	100	891
Female	61.8	124	14.4	29	0	0	0	0	0	0	0	0	0	0	10.4	21	13.4	27	100	201
Full time Administration	33.0	266	19.9	160	1.6	13	5.3	43	.7	6	.1	1	.2	2	21.4	172	17.8	143	100	806
More than half time Administration	31.1	32	21.4	22	1.9	2	7.8	8	1.0	1	0	0	0	0	26.2	27	10.6	11	100	103
Less than half time Administration	55.7	118	18.4	39	1.9	4	1.4	3	.9	2	1.4	3	0	0	12.7	27	7.6	16	100	212

TABLE 33

TOTAL YEARS EXPERIENCE AS PRINCIPAL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	1		2 - 5		6 - 9		10 - 13		14 - 17		18 - 21		22 - 25		26 - 29		30 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	8.0	99	28.8	356	24.9	308	14.5	179	10.1	125	5.3	65	3.6	45	1.2	15	3.6	45	100	1237
Male	8.1	80	30.3	298	24.4	240	14.3	141	9.8	96	5.0	49	3.7	36	1.2	12	3.2	31	100	983
Female	7.2	15	24.4	51	29.6	62	13.9	29	11.0	23	4.8	10	3.3	7	1.0	2	4.8	10	100	209
Full time Administration	6.6	57	27.0	233	26.7	230	15.1	130	11.6	100	4.9	42	3.7	32	.9	8	3.5	30	100	862
More than half time Administration	7.4	9	32.0	39	17.2	21	14.8	18	9.0	11	6.5	8	4.1	5	2.5	3	6.5	8	100	122
Less than half time Administration	13.9	33	34.0	81	22.3	53	10.9	26	5.9	14	6.3	15	2.1	5	1.7	4	2.9	7	100	238

TABLE 34

TOTAL YEARS EXPERIENCE IN PRESENT POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	1		2 - 5		6 - 9		10 - 13		14 - 17		18 - 21		22- 25		26 - 29		30 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	13.3	165	37.7	468	23.8	296	12.1	151	6.5	81	3.9	48	1.7	22	.5	6	.5	6	100	1243
Male	14.2	140	40.2	397	22.6	224	11.5	114	5.8	57	3.7	37	1.4	14	.4	4	.2	2	100	989
Female	9.6	20	28.7	60	30.1	63	13.9	29	9.1	19	2.9	6	3.3	7	1.0	2	1.4	3	100	209
Full time Administration	11.5	100	36.6	318	25.3	220	12.7	110	7.3	63	3.9	34	1.8	16	.2	2	.7	5	100	868
More than half time Administration	13.0	16	36.6	45	22.0	27	13.8	17	4.1	5	4.1	5	3.3	4	2.4	3	.7	1	100	123
Less than half time Administration	20.7	49	43.5	103	17.7	42	8.9	21	5.1	12	3.3	8	.4	1	.4	1	0	0	100	237

TABLE 35

THE ELEMENTARY PRINCIPALSHIP AS A FINAL OCCUPATIONAL GOAL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	YES		NO		TOTAL	
	%	N	%	N	%	N
Population Group	42.9	520	57.1	693	100	1213
Male	35.2	340	64.8	625	100	965
Female	74.1	152	25.9	53	100	205
Full time Administration	42.0	357	58.0	492	100	849
More than half time Administration	43.7	52	56.3	67	100	119
Less than half time Administration	45.0	104	55.0	127	100	231

TABLE 36

FINAL OCCUPATIONAL GOAL
BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Jr. High Prin.		Sr. High Prin.		Supt. of Schools		Asst. Supt.		Superv.		High School Teaching		College Teaching		Position other than educ.		Other Educ. Position		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population group	6.3	40	6.0	38	38.6	246	11.1	71	4.5	29	1.3	8	15.8	101	3.1	20	13.3	85	100	638
Male	6.3	36	4.7	27	41.9	239	11.9	68	3.7	21	1.2	7	15.4	88	3.3	19	11.6	66	100	571
Female	3.8	2	17.3	9	3.8	2	5.8	3	13.5	7	1.9	1	19.2	10	0	0	34.7	18	100	52
Full time Administration	4.7	21	7.8	35	39.6	178	13.1	59	2.4	11	.7	3	18.0	81	2.2	10	11.5	51	100	449
More than half time Administration	10.6	7	3.0	2	45.5	30	6.1	4	4.5	3	1.5	1	9.1	6	4.5	3	15.2	10	100	66
Less than half time Administration	9.4	11	.9	1	29.9	35	6.0	7	12.8	15	3.4	4	11.1	13	6.0	7	20.5	24	100	117

TABLE 37

SALARY
BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Under 5,000		5,000-5,999		6,000-6,999		7,000-7,999		8,000-8,999		9,000-9,999		10,000-10,999		11,000-11,999		12,000 or over		Total	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Population group	1.8	23	4.2	52	9.4	117	16.8	209	17.7	220	19.2	239	16.2	201	7.7	96	7.0	87	100	1244
Male	1.0	10	3.4	34	9.8	97	18.1	179	18.8	186	19.8	196	15.8	156	7.8	77	5.5	54	100	989
Female	5.7	12	6.7	14	8.1	17	10.0	21	14.8	31	15.7	33	18.6	39	7.1	15	13.3	28	100	210
Full time Administration	.1	1	.1	1	2.4	21	10.9	95	19.4	168	25.2	219	22.0	191	10.4	90	9.5	82	100	868
More than half time Administration	0	0	4.8	6	15.3	19	36.3	45	23.4	29	9.7	12	4.8	6	2.4	3	3.3	4	100	124
Less than half time Administration	9.3	22	19.0	45	32.1	76	27.4	65	8.4	20	1.3	3	1.7	4	.4	1	.4	1	100	237

CHAPTER 4

FINANCIAL STATUS OF PRINCIPALS

Elementary principals have seldom enjoyed the professional prestige or compensation commensurate with the professional responsibilities they are assigned. As in most professions, there would seem to be a direct relationship between potential financial renumeration and the quality of persons who chose the elementary principalship as a vocation. Salaries paid principals are influenced by many factors. Educational level, experience, geographical location, and value placed upon the position by employing officials, all influence salary.

TABLE 37 SALARY BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

A total of 30.9 percent of the population group report a salary in excess of $10,000, with 6 percent reporting a salary under $6,000. When male and female principals are compared it is noted that 39 percent of female principals and 29 percent of male principals report a salary in excess of $10,000. At the lower end of the salary scale more female principals 12.4 percent, than male, 4.4 percent, earn under six thousand dollars. A very small percentage, 0.2 percent, of full time principals earn less than $6,000, while 28 percent of principals devoting less than half time to administration fall in this salary range. A total of 42 percent of full time principals report a salary exceeding $10,000.

The 1958 National Study reported the median salary for male principals as $6282; for female principals as $6,161, and for all principals as $6,237.

TABLE 38 SALARY INCREASE OVER PAST YEAR BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The average increase reported for the population group falls within the $350 to $549 range. It is interesting to note that 8 percent of male principals and 16 percent of female principals report no salary increase. It is clear that on the average men received a greater increase than did women. For male principals 26 percent received less than a $250 salary increase while 43 percent of females received less than this amount. It is also interesting that of those who are not full time principals, 46 percent report salary increments of under $250.

TABLE 39 MAXIMUM SALARY IN PRESENT POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Table 37 shows that 9.5 percent of full time principals indicate a salary of $12,000 or higher, while 22 percent indicate it is possible for them to earn this salary in their present position. A substantially higher percentage of female principals, 48 percent, as compared to 36 percent for males, work in systems where they may potentially earn in excess of $10,000. This differential holds true at all of the higher salary ranges. As might be expected, principals devoting less than full time to administration have a minimum chance of earning a salary in excess of $10,000.

TABLE 40 INCOME FROM OUTSIDE SOURCES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Slightly over half, 55 percent, of the population group report no outside income. The present study did not attempt to reveal the types of occupations accepted by principals in their post school hours, but did ask for the amount of their outside earning during the twelve month period of July, 1963, through June, 1964. The figures reported in this survey may be compared with those of the 1958 National Study which reported that they median male supervising principal earned about $310 extra; the median man teaching principal about $418; and the median woman principal earned nothing.

TABLE 38

SALARY INCREASE OVER PAST YEAR BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	No More		150 or less		150-249		250-349		350-549		550-749		750-949		950-1,049		1,050 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	9.6	109	6.8	77	12.2	139	18.3	209	29.1	332	10.7	122	5.7	65	2.9	33	4.7	54	100	1140
Male	8.4	76	5.9	53	11.2	101	18.2	165	30.4	275	11.1	100	6.5	59	3.1	28	5.2	47	100	904
Female	16.4	32	10.3	20	16.4	32	17.9	35	23.6	46	8.7	17	2.1	4	1.5	3	3.1	6	100	195
Full time Administration	8.7	70	4.1	33	8.4	67	17.4	139	32.8	263	12.6	101	7.2	58	3.1	25	5.7	45	100	801
More than half time Administration	9.4	11	10.3	12	17.9	21	28.2	33	25.6	30	2.6	3	1.7	2	.9	1	3.4	4	100	117
Less than half time Administration	12.6	26	15.0	31	23.7	49	16.9	35	16.9	35	7.2	15	2.4	5	3.4	7	1.9	4	100	207

TABLE 39

MAXIMUM SALARY IN PRESENT POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	No Salary Schedule		Under 6,000		6,000-6,999		7,000-7,999		8,000-8,999		9,000-9,999		10,000-10,999		11,000-11,999		12,000 and over		TOTAL	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population group	31.9	382	1.5	18	4.5	54	8.7	104	8.4	100	7.4	89	14.1	169	7.6	91	15.9	189	100	1196
Male	34.0	327	1.5	14	4.3	41	8.9	86	8.2	79	7.5	72	13.0	125	8.2	79	14.4	138	100	961
Female	20.9	41	1.5	3	6.1	12	8.2	16	8.7	17	6.6	13	19.9	39	5.6	11	22.5	44	100	196
Full time Administration	31.3	262	0.0	0	.7	6	3.7	31	5.6	47	8.1	68	18.9	158	10.0	84	21.7	182	100	838
More than half time Administration	39.8	47	4.2	5	5.9	7	9.3	11	17.8	21	10.3	12	5.9	7	3.4	4	3.4	4	100	118
Less than half time Administration	30.2	68	5.8	13	17.8	40	26.2	59	14.2	32	3.1	7	.9	2	.9	2	.9	2	100	225

CHAPTER 5

HOW THE PRINCIPAL USES HIS TIME AND HIS STATUS IN THE SCHOOL SYSTEM

This chapter reports the perception held by principals of their status within their school systems. Principals were asked to estimate how their time was allocated, realizing that such an estimate is difficult to make and inexact because the usual division of time does not lend itself to neat compartmentalization.

TABLE 41 TERM OF EMPLOYMENT BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The largest single percentage of principals are employed on a ten month basis. Information that would show variations in salaries for principals in relation to length of school term is not available. It is of some interest to note that a greater percentage of half time administrators are employed on a twelve month basis. It is encouraging that 40 percent of full time principals are employed for eleven or more months. It is also clear that men principals are employed in excess of the regular school year at a higher level than female principals.

The 1958 National Study reported that 15 percent of their sample were employed for eleven or more months. The Illinois Study found that 26 percent of the sample were employed for eleven or more months.

TABLE 42 HOURS DEVOTED TO POSITION DAILY BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 43 HOURS PER WEEK OUTSIDE SCHOOL DAY DEVOTED TO POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 40

INCOME FROM OUTSIDE SOURCES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	None		Less than $199		200-399		400-599		600-799		800-999		1,000-1,499		1,500-1,999		2,000 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population group	54.5	673	4.7	58	6.4	79	7.4	92	5.4	67	3.3	41	7.8	96	4.3	53	6.2	76	100	1235
Male	48.6	479	5.2	51	6.8	67	9.0	89	5.7	56	4.0	39	9.2	91	4.8	47	6.7	66	100	985
Female	82.0	168	2.3	5	3.8	8	1.0	2	2.0	4	1.0	2	1.5	3	2.0	4	4.4	9	100	205
Full time Administration	55.7	481	3.8	33	5.4	47	6.6	57	5.8	50	3.2	28	8.3	72	4.8	41	6.4	54	100	863
More than half time Administration	50.8	63	5.7	7	11.3	14	9.7	12	4.0	5	5.7	7	4.8	6	3.2	4	4.8	6	100	124
Less than half time Administration	49.8	116	7.7	18	7.7	18	9.4	22	4.7	11	2.6	6	7.7	18	3.5	8	6.9	16	100	233

Illinois elementary principals devote a varied amount of time each day to their positions. The largest percentage in each of the categories report a nine hour day, including the lunch period. Since most principals are generally "on call" during the noon hour, this makes his day slightly longer than the usual eight hours. But, the principal is also "on call" for many night and Saturday assignments. Table 43 reveals that 25 percent of the principals reporting invest eight or more hours per week in school duties directly connected with their position, but after regular working hours. As much as thirteen hours were invested by 3 percent of the total group of respondents. No striking differences in time investment were apparent among the various categories reported.

TABLE 44 SATISFACTION WITH PRESENT ALLOCATION OF TIME BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Half of the respondents indicate they are dissatisfied with the present allocation of their time. A slightly greater percentage of female principals, 56 percent, than male principals, 50 percent, report such dissatisfaction. Proportionately a much greater percentage of teaching principals are dissatisfied than are full time principals, although percentages for both groups are high.

TABLE 45 ACTUAL AND DESIRED DIVISION OF WORK WEEK BY AVERAGE HOURS PER WEEK BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

No reporting in terms of mere hours can adequately describe the complicated and demanding job of the principal. A critical element is how he spends his time during the work day and the distribution of time he would prefer. Table 45 indicates that principals would generally prefer to devote less time to organization and management, clerical work and classroom teaching, and more to curriculum, supervision, program development and community work. It is not surprising that principals who spend less than one half time in administration would prefer more time for organization and management. Of all groups reporting, only the female principals would choose to work longer hours. No other appreciable change in working hours was suggested.

That principals are busy people is evident from their work loads. They prefer to stay busy, but would put more emphasis on the instructional program in time allocation if they could do so.

TABLE 46 RANKED CONDITIONS WHICH IMPEDE IDEAL USE OF TIME BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Principals as a group view lack of clerical help as the single greatest impediment to ideal use of their time. Those who devote less than half time to teaching find this more of an impediment than those who devote more than half time to teaching. Lack of administrative assistance and demands of the central office are also among the chief impediments to ideal use of the principal's time. For those who teach more than half time, 81 percent, see regular teaching duties as the chief impediment to ideal use of time. These data reveal a varied pattern of impedimenta facing the principal as he allocates his time. It is of value to observe that of the total respondents, only 6 individuals indicate no impediments, with all being males. Five were full time administrators and one devotes less than half time to administration.

TABLE 47 COMPARISON OF EQUALITY OF STATUS WITH HIGH SCHOOL PRINCIPALS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

This Table reveals the elementary principals effort to see himself as he perceives how others see him in relation to a comparison with the high school principal A majority of principals believe that they have equal status with the high school principal in the eyes of the superintendent, the Board of Education and elementary teachers. Of these three groups, they are least certain of the Board of Education. This holds true for all groups reporting. It is of some concern that nearly a third of the principals do not perceive their status as equal with that of the high school principal.

TABLE 41

TERM OF EMPLOYMENT

BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	9		9½		10		10½		11		11½		12		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Population Group	13.6	169	13.9	173	38.7	480	7.6	94	9.3	115	1.5	18	15.4	192	100.0	1241
Male	10.8	107	14.5	143	38.6	381	7.2	71	10.1	100	1.7	17	17.1	168	100.0	987
Female	25.2	53	11.9	25	41.4	87	8.1	17	4.8	10	0.5	1	8.1	17	100.0	210
Full time Administration	4.4	38	12.7	110	43.2	373	10.0	86	11.8	102	1.9	16	16.0	139	100.0	864
Half time Administration	16.1	20	14.5	18	38.7	48	4.8	6	6.5	8	1.6	2	17.8	22	100.0	124
Half time or more Administration	46.2	110	18.1	43	22.3	53	0.4	1	1.7	4	0	0	11.3	27	100.0	238

TABLE 42

HOURS DEVOTED TO POSITION DAILY BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Hours	5 or less		6		7		8		9		10		11 or more		Total	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N		
Population Group	2.3	28	1.3	16	5.9	72	26.8	329	44.0	540	16.5	203	3.2	39	100.0	1227
Male	1.9	19	1.2	12	4.1	40	27.0	264	45.3	443	17.1	167	3.4	32	100.0	977
Female	3.9	8	2.0	4	13.7	28	23.9	49	39.0	80	14.1	29	3.4	7	100.0	205
Full time Administration	-	-	0.8	7	5.7	49	26.5	227	47.9	411	16.7	143	2.4	21	100.0	858
Half time Administration	1.7	2	-	-	3.3	4	29.8	36	43.0	52	16.5	20	5.7	7	100.0	121
Half time or more Administration	11.2	26	3.4	8	8.2	19	26.6	62	30.0	70	16.7	39	3.9	9	100.0	233

TABLE 43

HOURS PER WEEK OUTSIDE SCHOOL DAY DEVOTED TO POSITION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
Hours	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
3 or less	22.7	280	23.1	227	19.5	40	22.8	196	21.0	26	22.8	53
4	17.7	218	18.1	178	16.6	34	19.0	164	16.9	21	13.4	31
5	16.3	201	16.7	164	14.6	30	17.2	148	17.7	22	12.5	29
6	14.4	177	14.1	139	15.6	32	14.3	123	10.5	13	16.8	39
7	3.9	48	3.7	36	3.9	8	3.8	33	4.8	6	3.4	8
8	8.8	108	9.0	88	8.8	18	8.5	73	7.3	9	10.8	25
9-10	10.1	124	9.9	97	11.7	24	8.6	74	15.4	19	12.5	29
11-12	3.3	41	2.8	28	5.4	11	3.0	26	3.2	4	4.7	11
13	2.8	35	2.6	26	3.9	8	2.8	24	3.2	4	3.1	7
Totals	100.0	1232	100.0	983	100.0	205	100.0	861	100.0	124	100.0	232

TABLE 44

SATISFACTION WITH PRESENT ALLOCATION OF TIME BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Yes		No		Total	
	%	No.	%	No.	%	No.
Population Group	49.4	582	50.6	595	100.0	1177
Male	50.2	475	49.8	472	100.0	947
Female	44.2	84	55.8	106	100.0	190
Full time Administration	54.4	449	45.6	376	100.0	825
More than half time Administration	47.4	55	52.6	61	100.0	116
Less than half time Administration	30.6	68	69.4	154	100.0	222

TABLE 45

ACTUAL AND DESIRED DIVISION OF WORK WEEK BY AVERAGE HOURS PER WEEK BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Adm.		More than half time Adm.		Less than half time Adm.	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Organization and Management	14.1 (12.0)	1077 491	14.5 (12.4)	874 407	11.7 (9.7)	165 70	16.0 (12.4)	776 332	14.2 (14.5)	115 53	6.4 (9.9)	177 106
Clerical Work	5.9 (3.5)	894 281	6.0 (3.5)	738 231	5.2 (2.8)	123 42	6.2 (3.4)	626 181	6.3 (2.8)	105 29	4.6 (4.0)	156 72
Classroom Teaching	14.0 (8.5)	368 145	13.8 (8.8)	291 119	15.0 (7.7)	66 22	3.0 (3.4)	54 48	7.9 (5.9)	106 24	19.2 11.7	209 77
Supervision and Curriculum Teaching Staff	8.2 (11.7)	1037 484	8.2 (11.4)	843 397	8.3 (13.0)	159 73	9.5 (13.4)	768 333	6.1 (11.9)	110 55	3.2 (6.9)	150 100
Pupil Personnel	5.2 (6.4)	934 445	5.2 (6.3)	760 366	5.4 (6.7)	143 66	5.7 (6.9)	692 306	4.7 (6.1)	101 48	3.0 (5.1)	133 88
Program Development	3.5 (4.7)	806 402	3.4 (4.7)	656 334	3.7 (4.7)	122 56	3.8 (5.1)	628 278	2.8 (4.2)	88 52	2.0 (3.9)	85 77
Community Work Public Relations	2.7 (3.3)	858 411	2.7 (3.3)	717 340	2.7 (3.2)	111 59	2.9 (3.4)	635 288	2.6 (3.0)	92 48	2.2 (3.1)	125 79
Community Relations	2.4 (2.6)	744 361	2.4 (2.5)	611 303	2.8 (3.0)	105 50	2.5 (2.7)	541 249	2.1 (2.1)	85 45	2.4 (2.5)	111 72
Parents	4.2 (4.3)	946 436	4.2 (4.2)	784 362	4.4 (4.4)	131 65	4.6 (4.5)	699 301	3.7 (3.7)	99 47	3.0 (4.0)	140 89
Average Hours per Week	44.6 (44.5)	702 398	44.8 (44.5)	592 332	42.6 (44.5)	89 56	44.3 (44.5)	518 271	47.1 (47.0)	80 47	44.1 (43.4)	104 81

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[1] Numbers in parenthesis indicate desired percent of time to be devoted to the activity

TABLE 46

RANKED CONDITIONS WHICH IMPEDE IDEAL USE OF TIME BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	First		Second		Third		Totals	
	%	No.	%	No.	%	No.	%	No.
None								
Population Group	16.7	1	0.0	0	83.3	5	100.0	6
Male	16.7	1	0.0	0	83.3	5	100.0	6
Female	0.0	0	0.0	0	0.0	0	0.0	0
Full time Adm.	0.0	0	0.0	0	100.0	5	100.0	5
More than half time Adm.	0.0	0	0.0	0	0.0	0	0.0	0
Less than half time Adm.	100.0	1	0.0	0	0.0	0	100.0	1
Lack of Clerical Help								
Population Group	48.5	211	26.0	113	25.5	111	100.0	435
Male	48.7	167	24.8	85	26.5	91	100.0	343
Female	51.3	39	30.3	23	18.4	14	100.0	76
Full time Adm.	48.0	131	24.9	68	27.1	74	100.0	273
More than half time Adm.	68.0	34	12.0	6	20.0	10	100.0	50
Less than half time Adm.	41.7	45	35.2	38	23.1	25	100.0	108
Lack of Office or Equipment								
Population Group	23.9	68	29.9	85	46.2	131	100.0	284
Male	24.3	57	29.7	70	46.0	108	100.0	235
Female	23.8	10	28.6	12	47.6	20	100.0	42
Full time Adm.	25.0	47	29.3	55	45.7	86	100.0	188
More than half time Adm.	25.8	8	32.3	10	41.9	13	100.0	31
Less than half time Adm.	21.0	13	30.6	19	48.4	30	100.0	62
Lack of Adm. Assistance								
Population Group	42.0	139	23.3	77	34.7	115	100.0	331
Male	42.0	116	23.2	64	34.8	96	100.0	276
Female	36.4	16	25.0	11	38.6	17	100.0	44
Full time Adm.	47.5	116	22.6	55	29.9	73	100.0	244
More than half time Adm.	25.0	8	31.3	10	43.7	14	100.0	32
Less than half time Adm.	25.9	14	22.2	12	51.9	28	100.0	54

TABLE 46 (Continued)

	First		Second		Third		Totals	
	%	No.	%	No.	%	No.	%	No.
Overcrowded Building								
Population Group	34.1	99	29.3	85	36.6	106	100.0	290
Male	34.2	82	29.2	70	36.6	88	100.0	240
Female	31.6	12	28.9	11	39.5	15	100.0	38
Full time Adm.	38.4	78	28.1	57	33.5	68	100.0	203
More than half time Adm.	29.6	8	40.7	11	29.7	8	100.0	27
Less than half time Adm.	22.4	13	27.6	16	50.0	29	100.0	58
Demands of Parents								
Population Group	22.7	75	36.4	120	40.9	135	100.0	330
Male	20.5	54	35.6	94	43.9	116	100.0	264
Female	34.0	18	39.6	21	26.4	14	100.0	53
Full time Adm.	26.1	65	36.1	90	37.8	94	100.0	249
More than half time Adm.	22.2	6	25.9	7	51.9	14	100.0	27
Less than half time Adm.	7.7	4	44.2	23	48.1	25	100.0	52
Central Office Demands								
Population Group	35.1	140	37.8	151	27.1	108	100.0	399
Male	35.3	112	37.2	118	27.5	87	100.0	317
Female	38.0	27	36.6	26	25.4	18	100.0	71
Full time Adm.	40.5	123	38.2	116	21.3	65	100.0	304
More than half time Adm.	25.7	9	42.9	15	31.4	11	100.0	35
Less than half time Adm.	12.3	7	33.3	19	54.4	31	100.0	57
Regular Teaching Duties								
Population Group	55.6	158	14.1	40	30.3	86	100.0	284
Male	53.2	118	14.4	32	32.4	72	100.0	222
Female	68.5	37	14.8	8	16.7	9	100.0	54
Full time Adm.	1.4	1	5.8	4	92.8	64	100.0	69
More than half time Adm.	46.9	23	32.0	16	22.0	11	100.0	50
Less than half time Adm.	81.6	133	12.3	20	6.0	10	100.0	163

TABLE 46 (Continued)

	First		Second		Third		Totals	
	%	No.	%	No.	%	No.	%	No.
Special Drives								
Population Group	12.4	33	28.2	75	59.4	158	100.0	266
Male	10.2	21	28.6	59	61.2	126	100.0	206
Female	19.6	10	29.4	15	51.0	26	100.0	51
Full time Adm.	12.6	24	32.1	61	55.3	105	100.0	190
More than half time Adm.	16.7	4	20.8	5	62.5	15	100.0	24
Less than half time Adm.	10.2	5	18.4	9	71.4	35	100.0	49

TABLE 47

COMPARISON OF EQUALITY OF STATUS WITH HIGH SCHOOL PRINCIPAL IN ACCEPTANCE AND RECOGNITION BY SUPERINTENDENT, BOARD OF EDUCATION, AND ELEMENTARY TEACHERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full Time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Superintendent												
Equal Status	68.3	447	67.6	347	69.7	83	68.7	310	78.1	50	63.1	82
Not Equal Status	31.7	207	32.4	166	30.3	36	31.3	141	21.9	14	36.9	48
Totals	100.0	654	100.0	513	100.0	119	100.0	451	100.0	64	100.0	130
Board of Education												
Equal Status	63.3	408	61.5	312	68.4	80	64.5	285	66.7	44	57.8	74
Not Equal Status	36.7	237	38.5	195	31.6	37	35.5	157	33.3	22	42.2	54
Totals	100.0	645	100.0	507	100.0	117	100.0	442	100.0	66	100.0	128
Elementary Teachers												
Equal Status	69.3	454	70.3	360	65.3	77	69.8	315	72.7	48	65.1	84
Not Equal Status	30.7	201	29.7	152	34.7	41	30.2	136	27.3	18	34.9	45
Totals	100.0	655	100.0	512	100.0	118	100.0	451	100.0	66	100.0	129

CHAPTER 6

RESOURCES AVAILABLE TO THE PRINCIPAL

Often principals are tempted to get bogged down in the details of school administration. While it is true that the principal must understand all of the details of the position he holds, it does not logically follow that he must perform them all. The fact that it is possible for a principal to devote much of his energy to details without being dismissed, may only indicate his lack of understanding that others will allow him to perform the details of administration unless *he* perceives his role to be something else. Obviously the principal must devote a portion of his time to routine administration, but his success, to a great degree, will depend upon his ability to budget his time and effort effectively so that he has adequate time to perform his instructional leadership role.

The elementary principal's effectiveness as administrator and instructional leader is, to a large degree, circumscribed by the resources that are available to him. Evidence from this study indicates a wide variation in the availability of certain resources which have a critical effect upon his performance.

TABLE 48 DESCRIPTION OF PRINCIPAL'S OFFICE BY POPULATION GROUP

The principal's office is the center for the coordination of all school activities. Yet, 5 percent of the principals responding indicate they have no real office. At the other end of the spectrum, 10 percent term their office "tip-top" while nearly 49 percent are "satisfied" with regard to both space and equipment. It is of interest that 12 percent of female principals had no real office while only 3 percent of the men respondents indicate this to be true. In addition, 2 percent of principals devoting full time to administration indicate they have no office, with approximately 19 percent of those devoting one half or more time to teaching were not housed in an office.

TABLE 49 ITEMS OF OFFICE EQUIPMENT AS PART OF PRINCIPAL'S OFFICE BY POPULATION GROUP

Nearly all, 98 percent, of the principals have telephones in their offices. A small percentage of respondents indicate a lack of telephones and other common items of equipment. Certain other items such as dictating machines are conspicuous by their absence.

TABLE 50 SECRETARIAL TIME AVAILABLE TO THE SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

While most principals indicate that they have satisfactory offices, adequate clerical help presents another problem. Approximately 18 percent indicate they have no secretary. Female principals fare less well than males in this respect, with 22 percent having no secretary compared to only 16 percent of the males. Secretarial help for elementary principals is somewhat scarce even though over 60 percent of the principals report at least one secretary, only 3 percent report more than two. It is of interest that 6 percent of full time principals have no secretary as compared to 58 percent of those devoting one half or more time to teaching. The secretaries used by Illinois elementary principals have varied amounts of schooling. Only 1.5 percent have less than a high school education while 3.6 percent are college graduates. Approximately 19 percent are graduates of business schools, and an additional 13 percent have had some college work but do not possess a degree.

It is important to emphasize the value of a good educational secretary. As with most jobs, experience in the position tends to increase the incumbents effectiveness. Illinois principals seem to experience difficulty in retaining secretaries for a very long tenure. Approximately 68 percent of the secretaries have five or fewer years tenure in their present position, while only a little more than 3 percent have more than fifteen years in their present position.

TABLE 51 AVAILABILITY OF RESOURCE PERSONNEL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The principal must call upon a variety of resources if he is to effectively fill his role. However, the principal is, in the main, deprived of the services of many specialists who can contribute in a meaningful way to the educational program of the school. Only 10 percent of the principals have a full time assistant with 79 percent reporting none. Eight percent can call upon the services of a full time General Supervisor with about 25 percent having part time assistance. Table 49 shows that only a small percentage of schools have full time help in the various critical positions listed. It is encouraging to see that a number of these areas are represented by part time assignments, but far too many schools are deprived of these services. For example, 44 percent have no librarian, and reading specialists are unavailable in over 64 percent of the schools reporting. If the elementary principal is to guide the school to achievement of its full potential, much more effort must be made to make these valuable resources available to him.

The school as part of the larger community can often call upon other agencies for assistance. Many Illinois principals make use of these agencies but far too many cannot. It is of importance that nearly 70 percent have no access to a reading clinic and over 50 percent cannot call upon the services of a social welfare center. It is clear that the principal who is employed in an urban area has an excellent chance to have many community agencies at his disposal, while in semi-urban and rural areas the probability of having such agencies available is greatly reduced. With the growing complexity of American society and the ever increasing pressures upon children and the schools that serve them, the value of these agencies or cooperating extensions of the school cannot be over-emphasized.

TABLE 48

DESCRIPTION OF PRINCIPAL'S OFFICE BY POPULATION GROUP

	%	No.
Tip Top	10.3	123
Satisfactory	48.5	577
Enough Space but Little Equipment	9.0	107
Enough Equipment but Little Space	19.4	230
Desk Room Only	7.9	94
No Real Office	4.7	58
Totals	100.0	1189

TABLE 49

ITEMS OF OFFICE EQUIPMENT AS PART OF PRINCIPAL'S OFFICE

BY POPULATION GROUP

	Have		Do not have		Total	
	%	No.	%	No.	%	No.
Regular Telephone	97.5	1186	2.5	30	100.0	1216
Building Telephone System	37.8	391	62.2	643	100.0	1034
Central Sound System	40.4	436	59.6	644	100.0	1080
Dictating Machine	7.3	75	92.7	957	100.0	1032
Typewriter(s)	98.1	1203	1.9	23	100.0	1226
Letter File	97.2	1180	2.8	34	100.0	1214
Duplicating machine	96.7	1178	3.3	40	100.0	1218
Adding Machine	84.3	996	15.7	185	100.0	1181
Safe (or Vault)	53.5	620	46.5	539	100.0	1159

TABLE 50

SECRETARIAL TIME AVAILABLE TO YOUR SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	None		One-half		One		One and One Half		Two		More than Two		Total	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	17.5	213	19.3	234	48.8	592	5.8	70	5.8	71	2.8	34	100.0	1214
Male	16.4	160	19.1	186	49.9	486	6.1	59	5.8	56	2.7	26	100.0	973
Female	22.1	44	19.6	39	43.2	86	5.5	11	7.0	14	2.6	5	100.0	199
Full time Administration	5.9	50	16.2	138	59.0	503	7.5	64	7.9	67	3.5	30	100.0	852
More than half Administration	25.6	31	23.1	28	43.8	53	4.1	5	1.7	2	1.7	2	100.0	121
Less than half Administration	57.5	131	28.5	65	11.8	27	0.4	1	0.9	2	0.9	2	100.0	228

TABLE 51

AVAILABILITY OF RESOURCE PERSONNEL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Assistant Principal												
Full time	9.6	96	7.9	65	19.3	28	12.2	89	3.2	3	1.9	3
Part time	11.2	112	10.6	87	15.2	22	12.9	95	7.4	7	4.4	7
Not available	79.2	791	81.5	672	65.5	95	74.9	550	89.4	85	93.7	150
Totals	100.0	999	100.0	824	100.0	145	100.0	734	100.0	95	100.0	160
General Supervisor												
Full time	7.9	78	7.0	65	8.8	12	9.2	66	6.4	6	3.6	6
Part time	25.5	253	25.0	206	29.2	40	27.9	202	11.7	11	23.0	38
Not available	66.6	661	67.1	552	62.0	85	62.9	455	81.9	77	73.4	121
Totals	100.0	992	100.0	823	100.0	137	100.0	723	100.0	94	100.0	165
Psychologist												
Full time	4.5	48	4.8	42	3.1	5	5.4	43	3.9	4	0.6	1
Part time	60.4	650	58.0	510	72.2	117	68.6	547	44.1	45	31.0	52
Not available	35.1	379	37.2	328	24.7	40	26.0	207	52.0	53	68.4	115
Totals	100.0	1077	100.0	880	100.0	162	100.0	797	100.0	102	100.0	168
School Librarian												
Full time	18.4	196	17.8	156	22.2	34	23.2	181	7.8	8	3.5	6
Part time	37.6	401	37.9	332	37.9	58	39.4	307	43.1	44	24.4	42
Not available	44.0	469	44.3	389	39.9	61	37.4	292	49.1	50	72.1	124
Totals	100.0	1066	100.0	877	100.0	153	100.0	780	100.0	102	100.0	172

TABLE 51 (Continued)

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
School Nurse												
Full time	8.0	91	8.4	77	4.9	9	9.0	74	5.4	6	5.2	10
Part time	73.8	841	71.0	650	89.2	165	79.2	653	57.7	64	59.4	114
Not available	18.2	207	20.6	189	5.9	11	11.8	97	36.9	41	35.4	68
Totals	100.0	1139	100.0	916	100.0	185	100.0	824	100.0	111	100.0	192
Art												
Full time	11.4	124	12.2	108	5.6	9	14.0	112	7.8	8	2.3	4
Part time	50.0	542	47.6	422	64.8	105	55.0	439	35.9	37	32.2	55
Not available	38.6	419	40.2	356	29.6	48	31.0	247	56.3	58	65.5	112
Totals	100.0	1085	100.0	886	100.0	162	100.0	798	100.0	103	100.0	171
General Music												
Full time	26.0	298	28.0	260	14.0	25	28.3	234	33.3	38	12.5	24
Part time	66.6	763	64.4	598	79.3	142	66.0	545	58.8	67	73.4	141
Not available	7.4	84	7.6	70	6.7	12	5.7	47	7.9	9	14.1	27
Totals	100.0	1145	100.0	928	100.0	179	100.0	826	100.0	114	100.0	192
Reading												
Full time	5.8	60	6.3	54	3.4	5	7.3	55	3.1	3	1.2	2
Part time	30.1	310	28.9	246	35.4	52	35.7	271	17.3	17	11.0	18
Not available	64.1	660	64.8	551	61.2	90	57.0	432	79.6	78	87.8	143
Totals	100.0	1030	100.0	851	100.0	147	100.0	758	100.0	98	100.0	163

TABLE 51 (Continued)

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Physical Education												
Full time	28.3	309	29.0	257	23.1	39	33.0	266	26.2	27	7.0	12
Part time	41.7	455	40.7	361	49.1	83	45.5	366	35.0	36	27.5	47
Not available	30.0	327	30.3	268	27.8	47	21.5	173	38.8	40	65.5	112
Totals	100.0	1091	100.0	886	100.0	169	100.0	805	100.0	103	100.0	171
Science												
Full time	10.7	108	11.4	95	4.2	6	12.7	94	10.4	10	1.9	3
Part time	17.9	181	16.6	139	26.1	37	20.7	154	14.6	14	6.8	11
Not available	71.4	722	72.0	602	69.7	99	66.6	495	75.0	72	91.3	147
Totals	100.0	1011	100.0	836	100.0	142	100.0	743	100.0	96	100.0	161
Speech												
Full time	10.0	108	10.6	94	4.3	7	12.6	100	5.8	6	1.2	2
Part time	62.5	676	60.3	533	77.8	126	69.1	549	40.8	42	44.2	76
Not available	27.5	297	29.1	257	17.9	29	18.3	145	53.4	55	54.6	94
Totals	100.0	1081	100.0	884	100.0	162	100.0	794	100.0	103	100.0	172
Homebound Teacher												
Full time	6.4	65	6.2	52	5.1	7	6.4	48	7.3	7	6.3	10
Part time	50.2	510	48.8	412	58.7	81	57.3	429	36.5	35	23.7	38
Not available	43.4	441	45.0	380	36.2	50	36.3	272	56.2	54	70.0	112
Totals	100.0	1016	100.0	844	100.0	138	100.0	749	100.0	96	100.0	160

TABLE 51 (Continued)

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Social Worker												
Full time	3.8	39	3.9	33	2.1	3	4.7	36	2.1	1	0.6	1
Part time	35.0	363	33.4	285	45.2	66	41.9	323	15.8	15	12.6	20
Not available	61.2	634	62.7	536	52.7	77	53.4	412	82.1	78	86.8	138
Totals	100.0	1036	100.0	854	100.0	146	100.0	771	100.0	94	100.0	159

CHAPTER 7

THE PRINCIPAL'S ROLE IN ADMINISTRATION

This study has attempted to reveal the principal's perception of his role as well as his estimate of how his position is perceived by his superiors. The magnitude of the study demanded that a forced choice item be used. Since such a technique can never provide adequate description for the many unique situations which respondents face, an opportunity was provided to add supplementary comments for specific questions at the end of the questionnaire. Only a very few such comments were forthcoming. Hence, the investigators seem justified in considering the responses to be an accurate appraisal of the situations in question.

TABLE 52 PRINCIPAL'S PERCEPTION OF THE STATUS OF THE ELEMENTARY PRINCIPAL IN HIS SCHOOL SYSTEM BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

A majority, 55 percent, of the respondents feel that the principals role is recognized publically as head of the school with considerable authority to plan, organize, and administer the educational program. However, 40 percent feel that their role is viewed as that of a functionary, carrying out the policies of the central office while acting as administrative head of the school, with some encouragement offered to plan for their school.

Only 5 percent feel they are neither encouraged nor authorized to act independently to significantly alter the school program. It is not surprising that 14 percent of those teaching more than half time feel that this is true as compared with 3 percent of the full time principals. There can be little doubt that most principals feel that their superiors view them as educational leaders for their schools.

TABLE 53 PRINCIPAL'S ROLE IN DEVELOPING SYSTEM WIDE POLICY BY POPULATION GROUP

In describing his part in general educational policy making for the school system, over 67 percent of the respondents indicate they are encouraged to suggest and help to develop policies. Another 16 percent indicate they receive some encouragement to propose policy, while only 2 percent are never consulted on matters of policy development for the system as a whole. An almost identical percentage of full time principals, 1.7 percent, and those teaching more than half time, 1.8 percent, are never consulted concerning policy. This study made no effort to assess the quality of the principal's contribution, but these data tend to indicate that an opportunity to contribute to this vital process is available. This, in itself, has far reaching implications for the principal as he prepares himself to perform in a productive, professional capacity.

TABLE 54 PRINCIPALS' ROLE IN SELECTING FACULTY FOR HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The principal, in his many faceted role as educational leader and administrator of a school program, will often stand or fall on his ability to work well with people. Important among these people are the professional staff which he heads. Unfortunately, the principal often has very little to say about who becomes a member of his staff. It is recognized that a team effort involving all levels of administration is the only reasonable way to locate and employ competent staff or, unfortunately in some cases, any staff at all. That the principal should be an important part of this team effort is generally accepted by responsible educators. Yet 29 percent of the nearly twelve hundred principals who responded indicate that all assignments are made by the central office, with the principal having nothing to say about the decision. In addition 32 percent are allowed to select only from several persons offered by the central office after specifying the kind of person needed.

A small number of principals do have significant influence over the choice of personnel, with 7 percent having full responsibility for employing teachers. Male principals tend to exert more influence over the choice of teachers than do the female principals who responded. Principals devoting one half time or more to administration fare best of all in influencing choice of their staff. Over 18 percent of this group reported having full responsibility for choosing staff.

TABLE 55 PRINCIPALS RESPONSIBILITY FOR EVALUATING WORK OF TEACHERS IN HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Regardless of his influence on the choice of people who work under his direction, the principal, either formally or informally, evaluates the work of his staff. It is revealing to note that 10 percent of the respondents indicate that no evaluation is required for teachers under his direction, while approximately 20 percent evaluate only probationary teachers. The greatest percentage, 48 percent, are required to submit an annual descriptive or rating scale report teach year, and in addition, 11 percent use some other form of evaluation. Among these were conference with the teacher and superintendent and semi-formal oral reports to the administrative head of the district.

It is of interest that almost 33 percent of those devoting less than half time to administration are never required to evaluate teachers. These data do not reveal who does such evaluations, if indeed it is ever done. Only 4 percent of full time administrators are not required to submit an evaluation of their teachers. The annual report with regard to teacher effectiveness is employed most often by the principal devoting half time or more to administration.

TABLE 56 INFLUENCE OF PRINCIPAL'S RATING ON TEACHERS' SALARIES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Teacher evaluation can serve many useful administrative and supervisory purposes. One of these may be to aid in determining the size of increment in salary which the teacher will receive. Such a device is sparingly used in the elementary schools of Illinois. Only 17 percent of the nearly twelve hundred respondents indicate that their rating or evaluation affects the teacher's salary. This is not surprising in view of the widespread use of the single salary schedule with automatic increments. Nonetheless, the 17 percent referred to above indicates that some effort is being made to relate teacher effectiveness to salary. Perhaps the unwillingness of administrators to attempt to relate evaluation of teacher effectiveness to salary is reflective of the state of the technology of evaluation at this time. As skill increases in this area we may see a trend in the direction alluded to above.

TABLE 57 PRINCIPAL'S ROLE IN BUDGET PREPARATION OF HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

This Table reveals some useful information concerning the principal's influence on budget preparation for their school. Only 22 percent of the respondents indicate that they and their staff are expected to submit and defend budget proposals based on the programs for their schools. Almost 32 percent have nothing whatsoever to do with budgeting. The largest group, 39 percent, are dependent upon decisions from the central office. Male principals tend to exert more influence over the budget process than do females. Principals devoting half time or more to teaching tend not to have much to do with the budget for their schools. If the budget is in reality a reflection of the educational program of the school, the relative lack of significant participation of the principal and his staff in the budget process is a matter for concern.

TABLE 52

PRINCIPAL'S PERCEPTION OF THE STATUS OF THE ELEMENTARY PRINCIPAL IN HIS SCHOOL SYSTEM BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Principal recognized publically as head of the school with considerable authority to plan, organize and administer the educational program of the school	54.7	669	55.2	537	51.5	106	57.6	490	53.7	65	44.5	105
2. The principal is viewed as the administrative head of the school, assigned primarily to carry out the policies of the central office. He is given some encouragement to plan for his school community.	40.2	492	40.5	394	39.8	82	39.2	334	44.6	54	41.5	98
3. The principal is neither encouraged nor authorized to proceed independently to alter his school's program in any significant manner.	5.1	62	4.3	41	8.7	18	3.2	27	1.7	2	14.0	33
TOTALS	100%	1223	100%	972	100%	206	100%	851	100%	121	100%	236

TABLE 53

PRINCIPAL'S PART IN DEVELOPING SYSTEM-WIDE POLICY BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Never consulted	1.5	18	1.3	12	2.5	5	1.7	14	-	-	1.8	4
2. Seldom consulted	6.7	79	7.2	67	4.6	9	5.3	44	5.3	6	13.2	29
3. Asked to comment upon central office policy.	8.2	96	7.5	70	11.2	22	8.1	67	3.5	4	11.4	25
4. Encouraged to comment and propose policies.	16.2	190	16.4	153	15.7	31	14.5	120	19.5	22	20.5	45
5. Encouraged to propose and develop policies.	67.4	792	67.6	632	66.0	130	70.4	583	71.7	81	53.1	117
	100%	1175	100%	934	100%	197	100%	828	100%	113	100%	220

TABLE 54

PRINCIPALS' ROLE IN SELECTING FACULTY FOR HIS SCHOOL BY POPULATION GROUPS, SEX, AND TIME DEVOTED TO ADMINISTRATION

	All Assignments made by Central Office only		May select from several Persons offered by Central Office		Outlines Qualifications, examines Credentials, Interviews & Recommends		Employs teachers without Central Office Help		Totals	
	%	No.	%	No.	%	No.	%	No.	%	No.
Population Group	29.0	344	31.8	378	31.9	379	7.3	87	100.0	1188
Male	27.1	256	30.6	289	33.5	317	8.8	83	100.0	945
Female	39.9	79	38.9	77	19.7	39	1.5	3	100.0	198
Full time Administration	26.9	224	34.9	290	32.6	271	5.6	47	100.0	832
More than half Administration	25.4	30	21.2	25	34.7	41	18.7	22	100.0	118
Less than half Administration	38.7	86	27.5	61	25.7	57	8.1	18	100.0	222

TABLE 55

PRINCIPALS RESPONSIBILITY FOR EVALUATING WORK OF TEACHERS IN HIS SCHOOL

BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
No Evaluation Required	9.7	115	8.5	80	15.7	31	3.5	29	9.2	11	32.9	74
Must Report only on Probationary Teachers	19.9	236	19.6	185	21.7	43	21.1	175	20.0	24	15.1	34
Teacher Self Appraisal and Principal Appraisal for all Teachers	12.1	144	12.4	117	11.1	22	13.6	113	6.7	8	10.2	23
Annual Descriptive Report on Teaching Effectiveness of all Teachers	24.6	292	25.7	243	16.7	33	23.0	191	39.2	47	23.1	52
Rate all Teachers on Standard Rating Scale Provided by System	23.1	275	22.2	210	27.3	54	27.4	227	13.2	16	11.6	26
Others	10.6	126	11.6	110	7.5	15	11.4	94	11.6	14	7.1	16
Totals	100.0	1188	100.0	945	100.0	198	100.0	829	100.0	120	100.0	225

TABLE 56

INFLUENCE OF PRINCIPAL'S RATING ON TEACHERS' SALARIES

BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Does Affect Salary		No Affect on Salary		Does not Apply		Total	
	%	No.	%	No.	%	No.	%	No.
Population Group	16.8	199	66.4	788	16.8	200	100.0	1187
Male	18.7	176	64.8	611	16.5	156	100.0	943
Female	8.5	17	73.9	147	17.6	35	100.0	199
Full time Administration	18.0	151	70.4	589	11.6	97	100.0	837
More than half time Administration	16.5	19	64.3	74	19.2	22	100.0	115
Less than half time Administration	11.8	26	51.8	114	36.4	80	100.0	220

TABLE 57

PRINCIPAL'S ROLE IN BUDGET PREPARATION OF HIS SCHOOL

BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Budget Prepared by Central Office	31.8	383	30.7	294	35.3	71	29.2	245	26.3	31	43.5	101
Principal Reports Needs Central Office Prepares Budget	38.7	464	37.5	359	44.3	89	39.3	330	41.5	49	34.1	79
Central Office Determines Budget Principal and Teachers Determine use of Funds	7.1	86	7.1	68	8.5	17	9.2	77	1.7	2	3.0	7
Principal and Teachers Prepare Budget, Recommendations carefully considered Principal defends and explains requests.	22.4	270	24.7	236	11.9	24	22.3	187	30.5	36	19.4	45
Totals	100.0	1203	100.0	957	100.0	201	100.0	839	100.0	118	100.0	232

CHAPTER 8

THE PRINCIPAL AND SUPERVISION

While it is generally accepted to be common knowledge, it should not be forgotten that the one and the only purpose of the school is education. To fulfill this function goals must be set, plans formulated to achieve the goals and a staff assembled. Seldom does a principal find a school and a staff that is fully capable of achieving full potential without supervision.

As Harlan L. Hagman points out, in the past the literature has advocated the position of the supervising principal as a more skilled and knowledgeable one than the teachers. Supervision under this concept consisted essentially of the principal observing, correcting and observing again. Under this procedure the principal was placed in a precarious position because seldom does he know as much about teaching and learning at a particular grade level as the teacher. Present day emphasis in supervision has changed from that of teaching teachers how to teach to increasing emphasis upon cooperative efforts directed toward improvement of individual and school wide teaching skills. It is becoming increasingly common for principals to understand that teachers do not change their behavior unless they perceive the need and value for change. Change in behavior on the part of teachers is a complex process and one not easily achieved, although it appears most likely that desirable change will occur in an atmosphere of mutual effort rather than one of superior-subordinate relationship.

TABLE 58 RESPONSIBILITY FOR SUPERVISION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The principal's role as supervisor of the instructional program is often a solitary one. Nearly 95 percent of the respondents indicate that this responsibility is either their's alone, or that they have limited assistance from a supervisor of instruction. In only 1 percent of the cases is the principal by-passed in the supervisory function, and only 3 percent indicate that no one is specifically charged with the improvement of instruction in the school. Female principals tend to have more help from a supervisor than do males, and full time principals have more of such assistance than do teaching principals. In all but a very few instances, the need for adequate supervision has been recognized and provided for.

TABLE 59 ROLE IN SHAPING INSTRUCTIONAL PROGRAM OF THE SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

This Table reveals that the principal and his staff have considerable influence in shaping the content of the general studies for the program of their school. Over one fourth of the respondents indicate that they follow the program of the school system closely but do have some influence on its development. But 60 percent, by far the largest group, have full responsibility for adapting cooperatively developed programs to their various schools. Ten percent of the principals view their job as one of carrying out the prescription of state law and doing little or nothing about specific curriculum content.

As might be expected, the full time principal has somewhat more impact on the curriculum in general than does his colleague who devotes part of his time to teaching. The figures presented in Table 59 closely approximate those presented in the 1958 National Study.

TABLE 60 PRINCIPAL'S ROLE IN SELECTING INSTRUCTIONAL MATERIALS FOR HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

This Table presents further evidence of the principal's and his staff's influence on the curriculum. Only 7 percent indicate that they take what is bought for them and use the materials without having made any important recommendation concerning the materials. The remaining 94 percent indicate some influence with 55 percent indicating that they and their staff determine what materials will be purchased within the limits of the budget. Another 24 percent report a joint effort between themselves and the central office in decision making for purchase of instructional materials.

TABLE 61 PRINCIPAL'S ROLE IN DETERMINING SPECIFIC METHODS USED BY CLASSROOM TEACHERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The best materials are of less than their proper value if not employed by competent people using sound teaching methods. The principal's responsibility in initiating structure that will permit these methods to be developed and used is of critical importance. Illinois principals are rather deeply involved in the process of determining specific methods to be employed in their schools.

The majority of principals act in a consultant role in working with teachers when questions of method arise. An additional one fourth of the principals work through faculty committees in arriving at decisions concerning methods. The necessity for teachers to act freely in adapting methods to unique classroom situations is widely recognized.

The National Study reported the following information: 39 percent reported that the teacher largely determined methods with some principal consultation; 33 percent, great dependence on group decisions by faculty committees; 13 percent, close supervision by the principal; 11 percent, close supervision by an instructional supervisor; and 4 percent, teacher determination of methods on his own.

TABLE 62 MAIN SOURCE OF SOME NEW IDEA THAT RESULTED IN A CHAGE IN PRACTICE DURING PAST FIVE YEARS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

The alert principal is always searching for new ideas for solving old problems or for putting novel ones into a reasonable perspective. Table 62 shows the major source for new ideas is from teachers or groups of teachers. It is encouraging to note that principals are tapping this valuable resource, and equally encouraging that this resource is apparently a productive one.

Another good source of ideas for principals is conferences and workshops. There seems to be an increase each year in the number of professional workshops and conferences being offered. These data seem to vindicate their existence as a rich source of new ideas.

Many other new ideas came from other administrative and supervisory personnel with whom the principal associates, but the principal finds his fellow principals rather sterile as a source of new ideas.

It is of some interest that only a small percentage of principals receive a new idea through professional reading. A rather startling revelation is that only 9 percent of the more than one thousand respondents indicate that a new idea which resulted in a change in practice came from a college course. This is further dramatized by the fact that Table 13 shows that 28 percent of respondents were last enrolled in college as recently as 1960, with 56 percent reporting their last college enrollment subsequent to 1955. If the response by the principals is an accurate appraisal of the state of things, the reasons for the relative lack of new ideas eminating from college instruction would offer a fertile field for further investigation. It should be noted, however, that while full and half time administrators derived little in the way of new ideas from college courses, over 22 percent of those devoting less than half time to teaching found college courses to be a source of new ideas within their past five years of experience.

TABLE 63 TECHNIQUE OF TRYING OUT NEW IDEAS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

A large majority of principals like to experiment with new ideas. Such a fact is not surprising when one observes that we are in an era when educational innovation is encouraged. Incentives offered through federal aid may well account for much of this. What is more surprising is that in such an era, over 8 percent of the principals still resist acceptance of new ideas until we can do a better job of teaching the basic subjects. Such a conservative position is obviously in the minority and tends to be held more strongly by those devoting less than half time to administration, while full time principals are less conservative than those devoting half time or more to administration.

TABLE 64 SUPERVISORY VISITS AND CONFERENCES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Supervisory style varies greatly among the many unique individuals who make up the corp of principals for the elementary schools of Illinois. This Table reveals that almost 95 percent of the principals make supervisory visits to classrooms in their school. Over 45 percent make such visits more than one day in succession. These visits take several forms with the most frequent being an unannounced visit. Over 43 percent make such visits only occasionally while 6 percent never make such visits. The smallest percentage, 15 percent, rely on scheduled visits as their most frequent means of supervision and 20 percent frequently use announced visits. Almost 31 percent of the respondents never make scheduled visits while only 11 percent never make announced visits. It is a curious datum that 1.5 percent never make supervisory visits at the request of teachers. One wonders if the requests are not forthcoming or whether they are simply not responded to by the principal. Female principals tend to depend more on scheduled visits than do men, and visit on request as a frequent practice considerably more than males.

The pattern of visitation is varied but despite the style used for supervision, over 98 percent used a follow up conference with the teacher after a supervisory visit. Many, 42.8 percent, used this technique only occasionally. Female principals tended to use the technique more often than males, and full time principals more often than their colleagues devoting less than full time to administration. Nearly all principals revisited the classroom after the conference for purposes of checking on the effectiveness of the conference. Over 47 percent used this technique in all cases and 2.3 percent reported that they never performed this action. Again, females used the technique more frequently than males.

Most principals, 74 percent, use written evaluations of visits with teachers. The majority employ this technique only occasionally, but 23 percent always follow a visit with a written evaluation with 26 percent indicating that this procedure is never employed. Full time principals tend to employ this technique more often than those who devote less than full time to administration. Of those who spend less than half time in administration, 54 percent never employ such technique, and only 13 percent do it always as a part of their supervisory pattern.

TABLE 65 PRINCIPAL'S SINGLE MOST EFFECTIVE WAY OF IMPROVING INSTRUCTION IN HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

All good supervision is aimed at facilitating improved instruction and learning in the schools. Principals tend to identify two ways that seem to be most effective for them in accomplishing this task. Principals indicate that one of the most effective ways is to help individual teachers to identify, study and take action on problems within their own classrooms. Another is to provide classroom teachers with many instructional materials and by maintaining a high degree of morale and sharing among the entire staff. Other techniques have met with varied success. One penciled in reply stated in rather cryptic fashion, "I hire the best teachers that I can and then stay out of their way."

TABLE 66 MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIRONMENT BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Many questions asked in the research instrument tend to focus on the teacher as the basic component in a program of instructional improvement. The principal's function as leader and coordinator of such a program places a great responsibility upon him for its ultimate success. Whatever other elements such a function might contain, it most certainly emphasizes the need for the principal to aid and support the teacher in many meaningful ways. This Table indicates that a large majority of the principals consider the most important way they help teachers in improving the learning environment is through discussion of instructional problems with individual teachers. Much emphasis was also placed upon joint effort in solving instructional problems. Emphasis was given to assuming leadership in providing instructional materials and helping teachers use them effectively. Of some interest is the fact that only a total of 144 respondents view research on school problems as being of major importance in improving the learning environment.

TABLE 67 STATUS OF BUDGETED FUNDS FOR CARRYING ON INSERVICE EDUCATION PROGRAMS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 68 BUDGETED FUNDS FOR PROFESSIONAL TRAVEL OF TEACHERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 69 BUDGETED FUNDS FOR PRINCIPAL'S PROFESSIONAL TRAVEL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

TABLE 70 AMOUNT OF PERSONAL FUNDS SPENT BY PRINCIPAL FOR PROFESSIONAL TRAVEL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

Only 36 percent of the principals have access to budgeted funds for carrying on in-service programs for the education of teachers. However, 45 percent have budgeted funds for professional travel of teachers while 62 percent of the principals have travel funds budgeted for their personal use. Over half of this group have access to less than $150.00 but 17 percent of the total respondents used $250.00 or more for their personal travel expenses. Of those devoting less than half time to administration, 63 percent have no funds and only 2 percent have $250.00 or more.

Many principals find it necessary to spend their own money for professional travel, although 50 percent spent less than $50.00 during the 1963 fiscal year. A total of 7 percent spent $250.00 or more during this time period for travel purposes.

TABLE 58

RESPONSIBILITY FOR SUPERVISION BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Responsible for Instructional Supervision - No Assistance	37.1	456	39.0	381	28.4	59	31.9	274	56.6	69	46.8	109
Responsible for Instructional Supervision - Some Assistance from Supervisor of Instruction or similar Person	57.8	712	56.2	549	64.9	135	66.2	569	40.2	49	36.5	85
Work closely with Supervisor(s) who is assigned full time to my school	1.4	17	1.5	15	1.0	2	1.5	13	0.8	1	1.3	3
Supervision from Central Office - Principal Bypassed	1.1	13	0.9	9	1.9	4	0.1	1	0.8	1	4.3	10
No one specially changes with Improvement or Instruction	2.6	32	2.4	23	3.5	8	0.3	3	1.6	2	11.1	26
Total	100.0	1230	100.0	977	100.0	208	100.0	860	100.0	122	100.0	233

TABLE 59

ROLE IN SHAPING INSTRUCTIONAL PROGRAM OF THE SCHOOL

BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Carry out Prescription of State Law and Policies of Board. Do little about curriculum content	10.2	123	10.5	101	8.5	17	5.9	50	11.8	14	25.6	58
Follow closely program of School System without specifically trying to influence its development	2.9	35	2.8	27	4.0	8	2.3	19	2.5	3	5.7	13
Follow closely program of School System but have some influence in its development	27.3	329	27.8	267	24.9	50	27.5	232	30.3	36	25.6	58
Staff Develop Cooperatively the content of curriculum adoption of individual schools left to Teachers and Principals	59.6	716	58.9	564	62.6	126	64.3	542	55.4	66	43.1	98
Totals	100.0	1203	100.0	959	100.0	201	100.0	843	100.0	119	100.0	227

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TABLE 60

PRINCIPAL'S ROLE IN SELECTING INSTRUCTIONAL MATERIALS FOR HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. We use the materials selected for us by the central office; we make no important recommendations.	6.5	79	5.8	56	10.4	21	6.5	55	5.0	6	7.9	18
2. No standard list of materials; each teacher indicates her needs which, within reason, are obtained for her.	14.9	181	15.4	149	11.4	23	11.4	97	23.1	28	22.8	52
3. Our faculty, working together makes our requests for materials in terms of the program of the school; within limits of budget and local policies we get what we need.	54.6	660	53.2	513	59.4	120	54.3	461	58.7	71	53.5	122
4. I, or my representative from our staff, work with a committee, which includes central office representatives, in making decisions on instructional materials to be ordered and allocated to the schools.	24.0	291	25.6	247	18.8	38	27.8	236	13.2	16	15.8	36
TOTALS	100%	1211	100%	965	100%	202	100%	849	100%	121	100%	228

TABLE 61

PRINCIPAL'S ROLE IN DETERMINING SPECIFIC METHODS USED BY CLASSROOM TEACHERS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Teachers determine own methods; I have little part in making decisions.	3.5	42	3.0	29	4.5	9	.6	5	5.0	6	13.4	31
2. Principal keeps close watch upon specific methods to make sure the best are used in every classroom.	17.7	212	17.6	168	19.6	39	19.1	159	15.7	19	14.7	34
3. Teachers largely determine methods used. Principal is consulted when teachers desire and he offers suggestions when he sees fit.	50.3	602	51.3	491	47.7	95	49.3	410	49.6	60	53.0	123
4. Depend a great deal upon group decisions by committees; principal is a member.	26.1	313	25.6	245	26.6	53	29.0	241	26.4	32	15.9	37
5. An instructional supervisor keeps close watch on teacher methods to assure that best methods are used. Principal may assist but teachers look to supervisor for direction and help	2.4	29	2.5	24	1.6+	3	2.0	17	3.3	4	3.0	7
TOTALS	100%	1198	100%	957	100%	199	100%	832	100%	121	100%	232

TABLE 62

MAIN SOURCE OF SOME NEW IDEA THAT RESULTED IN A CHANGE IN PRACTICE DURING PAST FIVE YEARS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. College course	8.6	88	8.2	67	10.1	17	5.5	40	4.8	5	22.8	42
2. Professional reading	9.5	97	9.9	81	8.9	15	9.9	72	10.6	11	6.5	12
3. Conference or workshop	26.8	274	26.3	216	29.2	49	28.7	209	25.0	26	20.7	38
4. Administrative or supervisory personnel	20.4	209	20.7	170	19.0	32	21.5	156	18.3	19	17.9	33
5. Other principals	6.5	67	6.9	57	5.4	9	5.4	39	8.7	9	9.8	18
6. A teacher or group of teachers.	28.2	289	28.0	230	27.4	46	29.0	211	32.6-	34	22.3	41
TOTALS	100%	1024	100%	821	100%	168	100%	727	100%	104	100%	184

TABLE 63

TECHNIQUE OF TRYING OUT NEW IDEAS BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Like to experiment	74.5	866	72.8	674	84.5	164	77.6	637	73.6	81	63.7-	139
2. Prefer to have other schools experiment and then implement ideas that have been thoroughly tested.	17.4	202	19.0	176	7.7	15	17.8	146	16.4	18	16.1	35
3. Before we can accept new ideas, we need to do a better job of teaching the basic subjects.	8.1	94	8.2	76	7.8+	15	4.6	38	10.0	11	20.2	44
TOTALS	100%	1162	100%	926	100%	194	100%	821	100%	110	100%	218

TABLE 64

SUPERVISORY VISITS AND CONFERENCES BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Principal makes supervisory visits												
Yes	94.5	1158	95.1	931	90.6	184	99.2	853	95.9	118	75.7	174
No	5.5	68	4.9	48	9.4	19	0.8	7	4.1	5	24.3	56
TOTALS	100%	1226	100%	979	100%	203	100%	860	100%	123	100%	230
Supervisory visits made more than one day in succession												
Yes	45.4	537	45.3	429	45.4	88	51.8	431	48.7	58	19.1	42
No	54.6	647	54.7	518	54.6	106	48.2	401	51.3	61	80.9	178
TOTALS	100%	1184	100%	947	100%	274	100%	832	100%	119	100%	220
Frequency of follow-up conference with teacher following visit												
Always	55.9	666	54.2	518	64.9	124	59.5	506	44.3	51	47.9	102
Occasionally	42.8	509	44.5	426	33.5	64	40.4	343	55.7	64	45.1	96
Never	1.3	16	1.3	12	1.6	3	0.1	1	-	-	7.0	15
TOTALS	100%	1191	100%	956	100%	191	100%	850	100%	115	100%	213

TABLE 64 (Continued)

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Frequency of revisitation of classroom after follow-up conference												
Always	47.6	563	45.6	431	57.2	111	49.8	425	48.2	55	37.7	77
Occasionally	50.1	593	52.4	495	39.2	76	49.7	424	50.9	58	52.0	106
Never	2.3	27	2.0	19	3.6	7	0.5	4	0.9	1	10.3	21
TOTALS	100%	1183	100%	945	100%	194	100%	853	100%	114	100%	204
Frequency of sharing written evaluations of visits with teachers												
Always	22.6	267	23.6	225	18.7	35	26.6	225	9.6	11	12.9	27
Occasionally	51.7	612	52.2	497	50.3	94	55.1	466	60.0	69	33.5	70
Never	25.7	304	24.2	231	31.0	58	18.3	155	30.4	35	53.6	112
TOTALS	100%	1183	100%	953	100%	187	100%	846	100%	115	100%	209
Type and frequency of supervisory visits announced												
Frequently	20.5	200	20.3	160	22.1	34	22.0	161	18.5	17	14.4	20
Occasionally	68.6	670	68.2	538	68.8	106	69.1	507	73.9	68	61.1	85
Never	10.9	106	11.5	91	9.1	14	8.9	65	7.6	7	24.5	34
TOTALS	100%	976	100%	789	100%	154	100%	733	100%	92	100%	139

TABLE 64 (Continued)

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Unannounced												
Frequently	51.2	571	51.6	467	49.7	87	55.1	451	47.2	50	34.4	62
Occasionally	43.2	483	43.0	389	42.9	75	41.1	336	50.9	54	50.0	90
Never	5.6	63	5.4	49	7.4	13	3.8	31	1.9	2	15.6	28
TOTALS	100%	1117	100%	905	100%	175	100%	818	100%	106	100%	180
Scheduled												
Frequently	14.5	128	13.3	95	20.6	29	15.9	107	11.0	9	8.7	10
Occasionally	54.6	481	53.8	383	56.7	80	56.6	380	50.0	41	44.3	51
Never	30.9	272	32.9	234	22.7	32	27.5	185	39.0	32	47.0	54
TOTALS	100%	881	100%	712	100%	141	100%	672	100%	82	100%	115
On Request												
Frequently	34.5	346	31.1	251	49.7	82	35.5	269	33.7	33	27.7	38
Occasionally	64.0	643	67.4	545	49.1	81	63.7	482	66.3	65	66.5	91
Never	1.5	15	1.5	12	1.2	2	0.8	6	-	-	5.8	8
TOTALS	100%	1004	100%	808	100%	165	100%	757	100%	98	100%	137

TABLE 65

PRINCIPAL'S SINGLE MOST EFFECTIVE WAY OF HELPING IMPROVE INSTRUCTION IN HIS SCHOOL BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. By organizing committees of teachers to study and report on instructional problems.	7.4	80	7.8	68	5.3	9	7.4	57	7.0	7	7.9	16
2. By leading the discussions at faculty meetings.	2.1	23	2.3	20	1.2	2	1.0	8	5.0	5	5.0	10
3. By helping individual teachers identify, study, and take action on problems in their own classrooms.	39.7	429	40.5	355	35.7	61	40.7+	312	36.0	36	38.1	77
4. By my own careful study of individual children and by making the findings available to teachers.	1.1	12	.7	6	3.5	6	1.0	8	-	-	2.0	4
5. By visiting classes and observing teachers and children at work.	6.0	65	6.7	59	3.5	6	6.0	46	5.0	5	6.9	14
6. By giving lectures to staff on methods of teaching and related topics.	.1	1	-	-	-	-	.1	1	-	-	-	-
7. By providing classroom teachers with many instructional materials and by maintaining high morale.	38.9	420	37.6	330	46.7	80	39.5	303	40.0	40	35.1	71
8. By continuous studies of factors which impair instruction and reporting findings to teachers.	.2	2	.2	2	-	-	.3	2	-	-	-	-
9. By keeping abreast of research and school developments and seeking to interpret these to the staff	4.5	49	4.2	37	4.1	7	4.0	31	7.0	7	5.0	10
TOTALS	100%	1081	100%	877	100%	171	100%	768	100%	100	100%	202

TABLE 66 A

THREE MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIRONMENT BY POPULATION GROUP

	Most Important		Second Most Important		Third Most Important		Total	
	%	No.	%	No.	%	No.	%	No.
A. Discuss instructional problems with individual teachers	63.8	510	21.3	170	14.9	119	100%	799
B. Discuss instructional problems at faculty meetings	23.8	113	46.3	220	29.9	142	100%	475
C. Encourage committees of teachers to study problems and implement their suggestions	31.1	142	37.8-	173	31.1	142	100%	457
D. Work jointly to solve instructional problems with teachers	43.8	321	33.6	246	22.6	166	100%	733
E. Visit classes and become directly involved in solving classroom instructional problems	30.9	156	34.8-	176	34.3	173	100%	505
F. Work with groups of teachers on problems at their own choosing	19.5	42	41.9	90	38.6	83	100%	215
G. Assume leadership in providing instructional materials and helping teachers use them effectively	33.7	138	37.8	155	28.5	117	100%	410
H. Conduct research studies on school problems	16.0	23	31.9	46	52.1	75	100%	144
I. Encourage and make possible intervisitation of teachers	17.4	37	41.8	89	40.8	87	100%	213
J. Help teachers feel free to experiment with new instructional innovations	33.2	139	33.6-	141	33.2	139	100%	419
K. Free teachers to participate in professional meetings and conferences	23.7	51	33.5	72	42.8	92	100%	215

TABLE 66 B

THREE MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIRONMENT (MALES)

	Most Important		Second Most Important		Third Most Important		Total	
	%	No.	%	No.	%	No.	%	No.
A. Discuss instructional problems with individual teachers	62.8	412	22.1	145	15.1	99	100%	656
B. Discuss instructional problems at faculty meetings	23.0	88	47.4	181	29.6	113	100%	382
C. Encourage committees of teachers to study problems and implement their suggestions	29.8	109	38.5	141	31.7	116	100%	366
D. Work jointly to solve instructional problems with teachers	43.7	255	34.3	200	22.0	128	100%	583
E. Visit classes and become directly involved in solving classroom instructional problems	30.5	124	33.3	135	36.2	147	100%	406
F. Work with groups of teachers on problems at their own choosing	17.2	29	43.7	74	39.1	66	100%	169
G. Assume leadership in providing instructional materials and helping teachers use them effectively	30.0	95	40.0	127	30.0	95	100%	317
H. Conduct research studies on school problems	16.1	18	32.1	36	51.8	58	100%	112
I. Encourage and make possible intervisitation of teachers	18.2	30	41.2	68	40.6	67	100%	165
J. Help teachers feel free to experiment with new instructional innovations	32.1	105	33.3	109	34.6	113	100%	327
K. Free teachers to participate in professional meetings & conferences	22.4	36	36.0	58	41.6	67	100%	161

TABLE 66 C

THREE MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIRONMENT (FEMALES)

	Most Important		Second Most Important		Third Most Important		Total	
	%	No.	%	No.	%	No.	%	No.
A. Discuss instructional problems with individual teachers	67.3	76	15.9	18	16.8	19	100%	113
B. Discuss instructional problems at faculty meetings	20.5	15	46.6	34	32.9	24	100%	73
C. Encourage committees of teachers to study problems and implement their suggestions	35.6	26	35.6	26	28.8	21	100%	73
D. Work jointly to solve instructional problems with teachers	46.3	57	28.5	35	25.2	31	100%	123
E. Visit classes and become directly involved in solving classroom instructional problems	30.8	24	44.8	35	24.4	19	100%	78
F. Work with groups of teachers on problems at their own choosing	25.7	9	31.4	11	42.9	15	100%	35
G. Assume leadership in providing instructional materials and help teachers use them effectively	45.9	34	28.4	21	25.7	19	100%	74
H. Conduct research studies on school problems	14.3	3	28.6	6	57.1	12	100%	21
I. Encourage and make possible intervisitation of teachers	9.1	3	54.5	18	36.4	12	100%	33
J. Help teachers feel free to experiment with new instructional innovations	37.3	28	33.4	25	29.3	22	100%	75
K. Free teachers to participate in professional meetings & conferences	27.5	11	25.0	10	47.5	19	100%	40

TABLE 66 D

THREE MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIORNMENT
(BY TIME DEVOTED TO ADMINISTRATION)
Full time

	Most Important		Second Most Important		Third Most Important		Total	
	%	No.	%	No.	%	No.	%	No.
A. Discuss instructional problems with individual teachers	62.4	337	21.7-	117	15.9-	86	100%	540
B. Discuss instructional problems at faculty meetings	21.3	64	48.3	145	30.4+	91	100%	300
C. Encourage committees of teachers to study problems and implement their suggestions	33.0	113	37.4	128	29.6+	101	100%	342
D. Work jointly to solve instructional problems with teachers	44.0	229	34.8	181	21.2	110	100%	520
E. Visit classes and become directly involved in solving classroom instructional problems	32.8	123	34.4	129	32.8	123	100%	375
F. Work with groups of teachers on problems at their own choosing	19.0	28	43.5	64	37.5+	55	100%	147
G. Assume leadership in providing instructional materials and helping teachers use them effectively	33.3	100	37.3	112	29.4+	88	100%	300
H. Conduct research studies on school problems	15.8	15	34.7	33	49.5	47	100%	95
I. Encourage and make possible intervisitation of teachers	17.2	26	41.1	62	41.7	63	100%	151
J. Help teachers feel free to experiment with new instructional innovations	33.6	99	33.6	99	32.8-	97	100%	295
K. Free teachers to participate in professional meetings & conferences	24.5	35	32.2	46	43.3	62	100%	143

TABLE 66 E

THREE MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIRONMENT
(BY TIME DEVOTED TO ADMINISTRATION)
More than half time

	Most Important		Second Most Important		Third Most Important		Total	
	%	No.	%	No.	%	No.	%	No.
A. Discuss instructional problems with individual teachers	66.7	60	18.9	17	14.4	13	100%	90
B. Discuss instructional problems at faculty meetings	20.0	11	41.8	23	38.2	21	100%	55
C. Encourage committees of teachers to study problems and implement their suggestions	25.5	12	40.5+	19	34.0	16	100%	47
D. Work jointly to solve instructional problems with teachers	44.3	31	32.9	23	22.8-	16	100%	70
E. Visit classes and become directly involved in solving classroom instructional problems	23.5	12	43.2+	22	33.3	17	100%	51
F. Work with groups of teachers on problems at their own choosing	26.1	6	39.1	9	34.8	8	100%	23
G. Assume leadership in providing instructional materials and helping teachers use them effectively	42.2	19	28.9	13	28.9	13	100%	45
H. Conduct research studies on school problems	10.5	2	26.3	5	63.2	12	100%	19
I. Encourage and make possible intervisitation of teachers	4.2	1	54.2	13	41.6-	10	100%	24
J. Help teachers feel free to experiment with new instructional innovations	28.0	14	36.0	18	36.0	18	100%	50
K. Free teachers to participate in professional meetings & conferences	10.7	3	50.0	14	39.3	11	100%	28

TABLE 66 F

THREE MAJOR WAYS PRINCIPAL HELPS TEACHERS IMPROVE THE LEARNING ENVIRONMENT
(BY TIME DEVOTED TO ADMINISTRATION)
Less than half time

	Most Important		Second Most Important		Third Most Important		Total	
	%	No.	%	No.	%	No.	%	No.
A. Discuss instructional problems with individual teachers	67.3	107	20.8	33	11.9	19	100%	159
B. Discuss instructional problems at faculty meetings	32.1	36	42.9	48	25.0	28	100%	112
C. Encourage committees of teachers to study problems and implement their suggestions	27.0	17	38.1	24	34.9	22	100%	63
D. Work jointly to solve instructional problems with teachers	41.9	57	30.9	42	27.2	37	100%	136
E. Visit classes and become directly involved in solving classroom instructional problems	24.0	18	33.3	25	42.7	32	100%	75
F. Work with groups of teachers on problems at their own choosing	18.6	8	37.2	16	44.2	19	100%	43
G. Assume leadership in providing instructional materials and helping teachers use them effectively	31.0	18	43.1	25	25.9	15	100%	58
H. Conduct research studies on school problems	21.4	6	28.6	8	50.0	14	100%	28
I. Encourage and make possible intervisitation of teachers	28.6	10	40.0	14	31.4	11	100%	35
J. Help teachers feel free to experiment with new instructional innovations	36.2	25	31.9	22	31.9	22	100%	69
K. Free teachers to participate in professional meetings & conferences	31.7	13	24.4	10	43.9	18	100%	41

TABLE 67

DO YOU HAVE BUDGETED FUNDS FOR CARRYING ON INSERVICE EDUCATION PROGRAMS? BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Yes	35.8	426	38.0	361	25.5	50	40.6	337	33.6	40	19.6	44
2. No	64.2	763	62.0	590	74.5	146	59.4	494	66.4	79	80.4	181
TOTALS	100%	1189	100%	951	100%	196	100%	831	100%	119	100%	225

TABLE 68

DO YOU HAVE BUDGETED FUNDS FOR PROFESSIONAL TRAVEL OF TEACHERS? BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Yes	45.2	547	48.5	466	32.7	67	51.4	432	39.3	48	24.4	57
2. No	54.8	663	51.5	495	67.3	138	48.6	408	60.7	74	75.6	177
TOTALS	100%	1210	100%	961	100%	205	100%	840	100%	122	100%	234

TABLE 69

HOW MUCH MONEY IS BUDGETED FOR YOUR PROFESSIONAL TRAVEL? BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. None	38.0	402	34.4	295	57.7	94	31.9	235	37.4	40	63.0	126
2. Less than $50	13.6	143	13.5	116	14.7	24	10.6	78	17.8	19	22.0	44
3. $50-$99	11.3	119	11.6	99	8.6	14	12.5	92	12.1	13	6.5	13
4. $100-$149	10.0	105	10.7	92	6.1	10	11.3	83	12.1	13	3.5	7
5. $150-$199	5.5	58	6.0	51	3.1	5	6.7	49	5.6	6	1.0	2
6. $200-$249	5.1	54	5.5	47	3.7	6	5.8	43	5.6	6	2.0	4
7. $250-or over	16.5	174	18.3	157	6.1	10	21.2	156	9.4+	10	2.0	4
TOTALS	100%	1055	100%	857	100%	163	100%	736	100%	107	100%	200

TABLE 70

AMOUNT OF PERSONAL FUNDS SPENT DURING FISCAL '63 FOR PROFESSIONAL TRAVEL? BY POPULATION GROUP, SEX, AND TIME DEVOTED TO ADMINISTRATION

	Population Group		Male		Female		Full time Administration		More than half Administration		Less than half Administration	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1. Less than $50	49.5-	573	49.5	456	50.0	98	48.3	392	47.3	53	56.9	124
2. $50-$99	24.0	278	24.8	228	20.4	40	23.2	188	30.4	34	25.2	55
3. $100-$150	10.6	122	9.8	90	12.2	24	10.0	81	12.5	14	10.1	22
4. $150-$199	5.3	61	5.9	54	3.1	6	6.2	50	3.6	4	2.2-	5
5. $200-$249	3.3	38	3.0	28	5.1	10	3.3	28	2.6-	3	2.8	6
6. $250 - or more	7.3	84	7.0	65	9.2	18	9.0	73	3.6	4	2.8	6
TOTALS	100%	1156	100%	921	100%	196	100%	812	100%	112	100%	218

CHAPTER 9

SUMMARY AND CONCLUSIONS

Profile of the Principal

The average Illinois elementary school principal administers a single school with a staff of 17 and an enrollment of approximately 550 pupils. He is male, 40 years of age, and married with three dependents.

He was last enrolled as a full-time student during the period 1950-54 and has completed five years of college. His highest academic degree is the Master's which was awarded in 1954. The major area of undergraduate preparation is uncertain, but at the graduate level his degree is in elementary school administration. He received slightly over half of his formal training in school administration prior to becoming a principal. He feels that he receives the greatest amount of professional help from within his school system and considerably less assistance from such sources as the Office of the Superintendent of Public Instruction, County Superintendent of Schools or universities. He identifies workshops, class discussions and seminars as the most valuable instructional methods in his training for the principalship. He has not been exposed to an internship or field study as instructional methods. He feels his formal education has been most helpful in the area of administration and least helpful in community relations.

The average principal was a classroom teacher immediately prior to becoming a principal and he has 19 years experience in education with eleven of these years in administrative work. He does not consider the elementary principalship as his final vocational goal but aspires to becoming a superintendent of schools. His salary is approximately $8500 for a ten month work year, and he received a salary increase of $400 last year. His potential salary, if he remains in his present position, is $10,500, and he has no outside employment.

He has a work day of about 9 hours and spends six hours a week in evening or weekend work associated with school duties. He allocates his at school time as follows: Administration 14 hours; clerical work 5 hours; working with professional staff 8 hours; pupil personnel 5 hours; program development 3½ hours; public relations 2½ hours; work with community groups 3 hours, and working with parents 4 hours. There is a fifty percent chance that he is dissatisfied with this allocation of time. He would like to spend less time in administrative work and more time working with the instructional program. He feels that the major obstacles to achievement of this goal are lack of clerical help and administrative assistance.

He feels that his status image is good and that he has equal status with the high school principal, but he is not as certain that he enjoys equal status with the high school principal in the view of the local Board of Education. He feels he is generally recognized as the head of his school with considerable authority to plan, organize and administer the education program, but there is about a 45 percent chance that he is only expected to carry out policies of the central office. He does have a voice in selecting staff but his recommendations are not always accepted. He is expected to rate his teachers annually but he does not feel that his evaluation affects the salary of teachers.

He is responsible for instructional supervision and does have some assistance from a supervisor of instruction or some other designated individual. He works in a school system where he is able to work cooperatively with teachers to plan the curriculum, and he and his staff have considerable freedom in the selection of instructional materials.

His major sources of new ideas are obtained from conferences and workshops, administrative and supervisory personnel within *his system*, and ideas obtained from a teacher or group of teachers. He does like to experiment with new ideas.

He makes frequent supervisory visits to classrooms but does not visit the same classroom two days in succession. He tends to make unannounced visitations and always has a follow-up conference with the teacher visited. He frequently revisits a classroom to determine the effectiveness of the conference, but only occasionally does he share written evaluations of the visit with a teacher. He feels his two most effective supervisory techniques are: (1) helping individual teachers identify, study, and take action on problems in their own classrooms, and (2) providing classroom teachers with many instructional materials and maintaining a high degree of morale among the staff.

He feels that office space and equipment allocated to his office is satisfactory but he does not have a dictation machine. He has a full time secretary who is a high school graduate, and who has been in the position five years. He does not have an assistant principal.

He does not have funds budgeted for an in-service program nor is there a budget for professional travel by teachers. He does have about seventy-five dollars for his professional travel and spent less than fifty dollars of his own funds last year. A total of 5½ hours are devoted to professional reading and professional association work each week. He indicates that he is a member of his local principals' association, Illinois Elementary Principals' Association, and Department of Elementary School Principals of the National Education Association.

Conclusions

Elementary schools and the principals who administer them are close to the people, undoubtedly closer and more deeply involved with school patrons than any other segment of the school system. This is the school that must introduce the child to schooling, and must help parents develop positive attitudes toward the school program. This is indeed a crucial role and presents both a challenge and an opportunity to the alert principal. Unfortunately, almost five of every ten principals have a self image that they do not have much authority or support to do much more than carry out the policies of the central office. If data presented in this study accurately represents the principal's perception of his status, the Illinois Elementary Principals' Association has a rare opportunity to develop strategies to foster the principal's perception of himself as a change agent, and to develop plans and procedures for increasing the status of the position in the perception of boards of education, superintendents and school patrons.

There is little research that adequately correlates the kind of education a principal possesses and his competency. It seems reasonable that the principal, if he is to perform administrative and supervisory functions, ought to be well grounded in elementary education, administrative theory, and supervisory techniques. If elementary principals are selected who are not adequately prepared for these roles, procedures must be developed for systematic in-service education of such personnel.

There is a need for the profession to examine the influence of elementary teaching experience upon the effectiveness of the principal. When one considers that one fourth of the individuals occupying elementary principalships in the State have never taught in an elementary classroom, the question of how the lack of this experience affects the principal's performance is raised. Is teaching skill an important aspect of the principal's arsenal or may such skills be mastered vicariously? How do teachers view the principal without elementary classroom teaching experience?

All are questions raised but not answered by this study. It is suggested that these and similar questions provide clues for further and more intensive investigation.

Approximately half of the principals indicated they were dissastified with the manner in which they allocate their time. There is a marked tendency for the principal to want to spend more time interacting with people and less time in working with things. Interestingly the principals indicate they are least well prepared in the areas of leadership and community relations. Clearly this suggests the need for a searching evaluation of preparation programs for the elementary school principalship. Another dimension to the problem is that data collected seem to indicate that a great many school systems have not seen wisdom in providing necessary secretarial help to free the principal to implement a style of leadership representing a deep involvement with ideas and people.

Principals indicate a strongly positive self image as agents who provide much supervisory assistance to teachers. Even a naive observor reading data presented in this study will be puzzled by the amount of supervision indicated, and the apparent inability of elementary schools to rapidly absorb innovations. A question such an observor might ask is, "Do teachers perceive they are objects of so much supervisory attention?" Data presented in this study indicate that principals say they make many supervisory visits, and utilize several other supervisory techniques. It is recommended that the Illinois Elementary Principals' Association conduct a study to determine if a significant difference exists between principals and teachers in their perceptions of the frequency, dimensions, and value of selected supervisory practices. It appears clear that educational change and adoption of new teaching approaches will occur whether we want it to or not--it cannot be prevented but only postponed. Whether such change will reflect better practice or simply a change in practice, will be determined in large measure by the principal's supervisory skill in developing sound strategies and a positive frame of reference for his staff and patrons.

When over half of the respondents indicate they receive little or no help from the county superintendent of schools, it would appear that in many instances this office is not adequately fulfilling one of its major functions. While recognizing the political nature of the office, the fact remains that this office is intended to provide maximum help for the schools in the county. It appears clear that this purpose is not being realized, and it is recommended that the Illinois Elementary Principal's Association work cooperatively with the Illinois Association of County Superintendents to develop greater services to elementary school principals.

Elementary principals apparently feel strongly that their college preparation has failed to adequately prepare them to meet problems in the areas of leadership and community relations. Certainly these data ought to alert colleges and universities to re-examine their preparation programs in these areas. While the assertion that schools will become what parents in a community want them to become is argumentative, there is considerable evidence to indicate that harmonious school-community relations are important to good schools, and generally result in increased support for progressive programs.

The fact that thirty-two percent of respondents belong to no professional principals group should serve to alert the leadership of the Illinois Elementary School Principals' Association to intensify efforts to enroll all elementary principals in their organization. It seems obvious that a substantial number of Illinois elementary principals do not perceive this organization with high regard, at least no enough to join its ranks.

Principals feel that lack of clerical and professional assistance, coupled with demands of the central office, present serious obstacles to the accomplishment of their task. It is recommended that the Illinois Elementary Principals' Association organize a Task Force to study two facets of the problem: (1) Are there standards that can be developed and supported by the State Superintendent of Public Instruction to decrease the ratio of students and faculty to clerical personnel; (2) are there procedures that can be developed to train elementary principals in office organization and management to increase the principal's efficiency.

Appendix I

SURVEY QUESTIONNAIRE

A. YOU AND YOUR SCHOOL

1. What is your present position?

A. School level. Check ONE.
1.____I am principal of an elementary school
2.____I am principal of the elementary and junior high school.
3.____I am principal of the elementary school and the high school.
4.____I am principal of the elementary school and am the superintendent.

B. Division of time between administration and teaching. Check ONE.
1.____I spend full time in the administration and supervision of the school.
2.____I spend more than half time but less than full time in the administration and supervision of the school.
3.____I spend half of my time or more in regular classroom teaching.

2. How many SEPARATELY NAMED SCHOOLS ARE under your direction?
1.____One 3.____Three
2.____Two 4.____Four

3. What GRADES are included in your school? CHECK ONE.
1.____Kindergarten thru Grade VI
2.____Kindergarten thru Grade VIII
3.____Grade I thru VI
4.____Grade I thru VIII
5.____Other (write in)______________

4. How many PUPILS are presently enrolled in your school?
1.____under 100 5.____600-799
2.____100-199 6.____800-999
3.____200-399 7.____1,000 and over
4.____400-599

5. How many FULL TIME TEACHING POSITIONS (not counting your own) are in your school?
1.____Fewer than 5 6.____25-29
2.____5-9 7.____30-34
3.____10-14 8.____35-39
4.____15-19 9.____40 or more
5.____20-24

B. PERSONAL INFORMATION

1. Please indicate sex
1.____Male 2.____Female

2. What is your AGE - nearest birthday?
1.____Under 26 6.____46-50
2.____26-30 7.____51-55
3.____31-35 8.____56-65
4.____36-40 9.____66 or over
5.____41-45

3. What is your MARITAL status (check one)
1.____Single 3.____Widowed
2.____Married 4.____Divorced

4. How many persons are FULLY DEPENDENT on you for financial support (count spouse only if dependent)?
1.____No dependents 5.____Four dependents
2.____One dependent 6.____Five or more
3.____Two dependents
4.____Three dependents

C. EDUCATION FOR ELEMENTARY PRINCIPALSHIP

1. When were you last enrolled as a full time student in college?
1.____Prior to 1940 4.____1950-1954
2.____1940-1944 5.____1955-1960
3.____1945-1949 6.____1960-1964

2. How many years of college have you completed?
1.____Less than 4 yrs. 4.____6 years
2.____4 years 5.____7 years or more
3.____5 years

3. What is your HIGHEST EARNED COLLEGE DEGREE? If you hold a degree not listed, check the one that is most nearly equivalent to the one you hold. Do not report honorary degrees.
1.____No degree
2.____A degree based on less than 4 years' work.
3.____Bachelor's degree
4.____Master's degree
5.____2 year graduate "advanced certificate"
6.____Doctor's degree

4. In what year was your last degree (or Advanced Certificate) granted?
1.____Prior to 1940 5.____1955-1960
2.____1940-1944 6.____1960-1964
3.____1945-1949
4.____1950-1954

5. What was your MAJOR area of study for your Bachelor's degree?
____

6. How would you best describe your MAJOR field of study on the GRADUATE level? Check ONE.
1.____No graduate study
2.____Elementary-school administration
3.____Secondary-school administration
4.____The superintendency
5.____A subject matter area
6.____Elementary-school teaching
7.____Elementary school supervision and curriculum development
8.____Others (write in)____________

7. What PORTION of your formal education in elementary school administration and supervision did you receive before becoming a principal?
1.____None 4.____3/4
2.____1/4 5.____All
3.____1/2 6.____Have no formal education for principalship.

8. As a practicing principal, to what RESOURCE do you turn for professional guidance? Please indicate the relative amount of help you receive from each type by entering the number of one of the following statements:
1. Get much help
2. Get average amount of help
3. Get little help
4. Get no help

A.____Office of Supt. of Public Instr.
B.____Colleges and Universities (consultation)
C.____Professional associations
D.____The local school personnel: superintendent, principals, supervisors, teachers
E.____Professional journals and books
F.____Principal's outside my system
G.____County Superintendent

9. In your attendance at a college or university in preparation for the principalship, what has been the value to you of these types of INSTRUCTIONAL METHODS? Please indicate your evaluation of each type by entering the number of one of the following statements:
1. Have experienced it, of much benefit
2. Have experienced it, of average benefit
3. Have experienced it, of little benefit
4. Have not experienced it

(Question 9 cont. on page 2)

Write in 1, 2, 3, 4

A.____Internship-assisting an elementary school principal while under partial supervision of a university prof.
B.____Workshops
C.____Field studies and surveys
D.____Research
E.____Course lectures
F.____Class discussions
G.____Written term papers
H.____Seminars

10. In what area of the functions of elementary school principals has your total preparation been most helpful? Check ONE.

1.____Administration: the organization and management of the school.
2.____Supervision and curriculum: working with teachers and school program
3.____Community relations: public relations, working with community groups and parents.
4.____Leadership: human relations, communication, innovation of change.

11. Does your school system have a sabbatical leave policy for study by principals?

1.____Yes 2.____No

12. In what area of the functions of elementary school principals has your total preparation been least helpful? Check ONE.

1.____Administration
2.____Supervision and curriculum
3.____Community relations
4.____Leadership

13. During the school year (evenings during the week and week ends) how many hours in an average week do you devote to PROFESSIONAL IMPROVEMENT, your own reading and study and professional association work?

1.____None
2.____1-2 hrs.
3.____3-4 hrs.
4.____5 hours
5.____6 hours
6.____7 hours
7.____8 hours
8.____9-10 hours
9.____11 or more hrs.

14. Please indicate your status this year as a member of PROFESSIONAL PRINCIPALS ASSOCIATIONS. Check ONE.

1.____Belong to local (regional), IESPA and DESP of NEA
2.____Belong only to local and IESPA
3.____Belong only to local and DESP of NEA
4.____Belong only to local
5.____Belong only to IESPA and DESP of NEA
6.____Belong only to IESPA
7.____Belong only to DESP of NEA
8.____Belong to none of the three

15. Principals engage in a variety of PROFESSIONAL GROWTH EXPERIENCES at times when they may not be enrolled in a university. Please indicate the value to you of EACH type by entering the number as indicated:

1. Have experienced it, of much benefit
2. Have experienced it, of average benefit
3. Have experienced it, of little benefit
4. Have not experienced it

Write in: 1, 2, 3, or 4

A.____Professional writing for publication
B.____Teaching college or university classes
C.____Working on study committees of professional organizations
D.____Consultant to other schools or school systems
E.____Speeches, discussions, and other types of experiences at meetings of professional associations of principals
F.____Institutes that may be coordinated by a state department of education, a university, or a cooperative sponsorship
G.____Action committees of teachers working on school problems

D. RECRUITMENT

1. What position did you hold JUST BEFORE accepting your first elementary principalship?

1.____classroom teacher (elementary)
2.____classroom teacher (jr. or sr. high)
3.____supervisor
4.____coach
5.____supt. of schools
6.____college graduate student with teaching experience
7.____College undergraduate student
8.____military service
9.____other, explain ____________

2. From what sources are personnel sought for FILLING VACANCIES in the elementary principalship in your school system? Check ONE.

1.____Personnel of the individual school staff are usually given preference.
2.____Personnel already employed somewhere within the school system are usually given preference.
3.____Vacancies are open to outsiders and to personnel from the school or the school system staff on an equal basis.
4.____Persons not already employed in the school system are usually given preference.

3. Are men and women given equal consideration for the principalship in your system?

1.____Yes 2.____No

If answer is no, which is given preference?

1.____Men 2.____Women

E. EXPERIENCE

1. Counting the present year, what is the total number of years of experience you have had in teaching, supervision, administration, and other school work (do not include equivalency credit for military or similar service)?

1.____1
2.____2-5
3.____6-9
4.____10-13
5.____14-17
6.____18-21
7.____22-25
8.____26-29
9.____30 or more

2. Counting the present year, what is the total number of years of ADMINISTRATIVE e perience you have had? Check ONE.

1.____1
2.____2-5
3.____6-9
4.____10-13
5.____14-17
6.____18-21
7.____22-25
8.____26-29
9.____30 or more

3. How many TOTAL YEARS OF CLASSROOM TEACHING EXPERIENCE have you had (do not count experience as teaching principal here)?

1.____None
2.____1
3.____2-5
4.____6-9
5.____10-13
6.____14-17
7.____18-21
8.____22-25
9.____26 or more

4. How many years classroom teaching experience have you had in grades Kindergarten through six (do not count experience as teaching principal)?

1.____None
2.____1
3.____2-5
4.____6-9
5.____10-13
6.____14-17
7.____18-21
8.____22-25
9.____26 or more

5. What position did you hold JUST BEFORE accepting your present position?

1.____classroom teacher (elementary)
2.____classroom teacher (jr. or sr. high)
3.____coach
4.____supt. of schools
5.____college graduate student with teaching experience
6.____college undergraduate student
7.____military service
8.____elementary school principal
9.____other, explain____________

6. Counting the present year, how many years have you been principal (teaching and supervising)?
1.______1
2.______2-5
3.______6-9
4.______10-13
5.______14-17
6.______18-21
7.______22-25
8.______26-29
9.______30 or more

7. Counting the present year, how many years have you been a principal in the school system where you are now working?
1.______1
2.______2-5
3.______6-9
4.______10-13
5.______14-17
6.______18-21
7.______22-25
8.______26-29
9.______30 or more

8. Do you consider the elementary school principalship as your final occupational goal?
1.______Yes 2.______No

If you checked no, what position do you think you might like most to hold? Check one.
1._____Jr. High School principalship
2._____Sr. High School principalship
3._____Supt. of Schools
4._____Asst. supt. of schools
5._____A supervisor: grade, general subject area
6._____high school teaching
7._____college or university teaching
8._____occupation other than in education
9._____other educational position

F. FINANCIAL STATUS

1. What is your salary this school year as principal?
1._____under $5,000
2._____5,000-5,999
3._____6,000-6,999
4._____7,000-7,999
5._____8,000-8,999
6._____9,000-9,999
7._____10,000-10,999
8._____11,000-11,000
9._____12,000 and over

2. How much more per year are you making this year than last year? Omit if you were not a principal last year.
1._____No more
2._____$150 or less
3._____$150-$249
4._____$250-$349
5._____$350-$549
6._____$550-$749
7._____$750-$949
8._____$950-$1,049
9._____$1,050 or more

3. What would your salary be this year if you were a full time teacher?
1._____Under $5,000
2._____5,000-5,449
3._____6,000-6,999
4._____7,000-7,999
5._____8,000-8,999
6._____9,000-9,999
7._____10,000-10,999
8._____11,000-11,999
9._____12,000- and over

4. What is the maximum salary you can earn in your present position under the present salary schedule?
1.______No salary schedule
2.______Less than $6,000
3.______6,000-6,999
4.______7,000-7,999
5.______8,000-8,999
6.______9,000-9,999
7.______10,000-10,999
8.______11,000-11,999
9.______12,000 and over

5. In addition to your salary as principal, what amount will you have earned in outside employment during the 12 months of July, 1963 through June, 1964?
1.______None
2.______less than $199
3.______$200-$399
4.______$400-$599
5.______$600-$799
6.______$800-$999
7.______$1,000-$1,499
8.______$1,500-$1,999
9.______$2,000 or more

G. YOUR POSITION

1. What is your term of employment?
1._____9 months
2._____9 1/2 months
3._____10 months
4._____10 1/2 months
5._____11 months
6._____11 1/2 months
7._____12 months

2. Including the lunch hour, how many hours do you usually devote to your position each day. Check one.
1._____5 hrs. or less
2._____6 hrs.
3._____7 hrs.
4._____8 hrs.
5._____9 hrs.
6._____10 hrs.
7._____11 hrs. or more

3. In addition to the hours in item 2 above, how many hours per week (nights, Saturdays) do you devote to your school duties? (Do not include the time you spend with lay groups not directly associated with the school)
1._____3 hrs. or less
2._____4 hrs.
3._____5 hrs.
4._____6 hrs.
5._____7 hrs.
6._____8 hrs.
7.______9-10 hrs.
8.______11-12 hrs.
9.______13 hrs.

4. On the basis of your average week of work devoted directly to school duties, how do you devide your time among the following major categories? Write in.

A. Administration
   1. Organization and management of the school including coordination with Central Office ______hrs.
   Clerical work ______hrs.

B. Classroom teaching - regular class assignment ______hrs.

C. Supervision and the curriculum
   1. Teaching staff ______hrs.
   2. Pupil personnel ______hrs.
   3. Program development including service on system wide committees ______hrs.

D. Community Work
   1. Public relations-efforts to build public understanding ______hrs.
   2. Working with community groups-service clubs, social agencies ______hrs.
   3. Working with parents ______hrs.

TOTAL _____hrs.

5. Are you satisfied with the present allocation of your time?
1._____Yes 2._____No

If not, how would you like to allot your time? Write in.

A. Administration
   1. Organization and management of the school including coordination with the Central Office ______hrs.
   2. Clerical work ______hrs.

B. Classroom teaching-regular class assignments ______hrs.

C. Supervision and the curriculum
  1. Teaching staff ______hrs.
  2. Pupil personnel ______hrs.
  3. Program development including service on system wide committees ______hrs.

D. Community work
  1. Public relations-efforts to build public understanding ______hrs.
  2. Working with community groups-service clubs, social agencies ______hrs.
  3. Working with parents ______hrs.

TOTAL ______hrs.

6. What are the main conditions that impede your attainment of an ideal use of your time? Write in number 1, 2, or 3 for each item unless you check (x) item A.
  1. most important
  2. second most important
  3. third most important

Write in 1, 2, 3 unless you check the first item:
A._____None
B._____Lack of clerical help
C._____Lack of office space and/or equipment
D._____Lack of administrative assistance
E._____Overcrowded building
F._____Many demands of parents
G._____Central office demands
H._____Regular teaching duties
I.______Special drives and campaigns

(Check items 7, 8, and 9 only if your district employs a high school principal)

7. Do you enjoy equal status with the high school principal in acceptance and recognition by the superintendent?
1.______Yes 2.______No

8. Do you enjoy euual status with the high school principal in acceptance and recognition by the Board of Education?
1.______Yes 2.______No

9. Do you believe your office enjoys equal status with the high school principal's in acceptance and recognition by elementary teachers in the system? (Consider all elementary teachers in the system)
1.______Yes 2.______No

H. RESOURCES AVAILABLE TO YOU

1. How would you describe your office?
1._____Tip-top in space and equipment; couldn't ask for more
2._____Satisfactory space and equipment
3._____Have enough space but verylittle office equipment
4._____Have enough equipment but not enough space
5._____Just a room for a desk; not much else
6._____Have no real office for principal

2. Which of the following items of office equipment are part of your office? Check one for each item.
A. Regular telephone
1._____Yes 2._____No
B. Building telephone system
1._____Yes 2._____No
C. Central sound system to each classroom
1._____Yes 2._____No
D. Dictating machine
1._____Yes 2._____No
E. Typewriter(s)
1.______Yes 2.______No
F. Letter file(s)
1.______Yes 2.______No
G. Duplicating machine
1.______Yes 2.______No
H. Adding machine
1.______Yes 2.______No
I. Safe (or vault)
1.______Yes 2.______No

3. How much Secretarial Time does your school have in terms of full time positions? Check one.
1.______None 4.______1 1/2
2.______1/2 5.______2
3.______1 6.______More than 2

4. Which one of the following best describes the qualifications of your secretary.
1.______Have no secretarial help
2.______Less than high school graduate
3.______High School Graduate
4.______Business School Graduate
5.______College but less than degree
6.______College Graduate

5. How many years has your secretary been employed in her present position? Check one.
1._____Have no secretary
2._____1-2 yrs.
3._____3-5 yrs.
4._____6-8 yrs.
5._____9-11 yrs.
6._____12-15 yrs.
7._____Mors than 15 years.

6. Which of the following Resource Personnel are available to your school full time or part time? Please indicate the availability of each by entering the number of one of the following amounts of time:
  1. Full time
  2. Part time
  3. Not available

Write in: 1, 2, or 3

A.______Assistant principal
B.______General supervisor
C.______Psychologist
D.______School dentist
E.______School doctor
F.______School librarian
G.______School nurse
H.______Special teacher or supervisor of art
I.______Special teacher or supervisor of music, vocal and/or instrumental
J.______Special teacher or supervisor of reading
K.______Special teacher or supervisor of physical education
L.______Special teacher or supervisor of science
M.______Special teacher or supervisor of speech
N.______Teacher of homebound
O.______Visiting teacher or school social worker

7. Which of the following types of agencies are accessible enough so that your school makes some use of their services? Check one for each item.
A. Clinic for behavior cases
1.______Yes 2.______No
B. Health Center (Medical and/or dental)
1.______Yes 2.______No
C. Hospital
1.______Yes 2.______No
D. Museum and/or art center
1.______Yes 2.______No
E. Public library
1.______Yes 2.______No
F. Public playground
1.______Yes 2.______No
G. Reading clinic
1.______Yes 2.______No
H. Social welfare center
1.______Yes 2.______No
I. Speech clinic
1.______Yes 2.______No
J. Youth center
1.______Yes 2.______No

I. PRINCIPAL'S ROLE IN ADMINISTRATION

1. In your school system what is your understanding of the administration point of view of the place of the elementary school principal?
    1.____The principal is recognized publicly as the head of his school with considerable authority to plan, organize, and administer the educational program of his school.
    2.____The principal is viewed as the administrative head of the school, assigned primarily to carry out the policies of the central office. He is given some encouragement to plan for his school community.
    3.____The principal is neither encouraged nor authorized to proceed independently to alter his own school's program in any significant manner.

2. Check one to indicate the part played by you as principal in developing educational policies for the school system as a whole:
    1.____I am never consulted.
    2.____I am seldom consulted.
    3.____I may be asked to comment upon policies developed by the central office.
    4.____I may be asked to comment upon policies developed by the central office and get some encouragement to propose policies.
    5.____I and other principals are encouraged to suggest policies and to help develop them.

3. Check the one item which best describes your role in selecting the faculty of your school.
    1.____All assignments are made by the central office; I have nothing to say in the selection of teachers.
    2.____I have the right to ask for the type of person needed and to accept or reject from among several who may be offered by the central office.
    3.____I am expected to outline the qualifications of each teacher needed, to examine the personnel records in the central office, to interview applicants, and to recommend for assignment the applicants I consider qualified.
    4.____I employ the teachers without the assistance of central office personnel.

4. In what way are you responsible for evaluating the work of teachers in your school: Check one.
    1.____I am not required to make any kind of evaluation of any teacher.
    2.____I am required to report only on probationary teachers.
    3.____Our evaluation program includes a teacher's self appraisal and a principal's appraisal. The program applies to all teaching personnel.
    4 ____I am required to make an annual descriptive report for each teacher, stating my judgment of his teaching effectiveness.
    5.____I rate all teachers in my school annually, using a rating sheet or scale supplied for that purpose, and report these to the Supt.
    6.____Other: Explain____________________________
    ____

5. Does your rating or evaluation of teachers affect the salaries they receive. Check one.
    1.____Yes
    2.____No
    3.____Does not apply; no rating procedure

6. Check one of the following items to indicate your role in preparing the budget for your school:
    1.____I have nothing much to do with the budget; it's done by the central office.
    2.____I report the general needs of the school and suggest improvements but the decisions are made in the central office.
    3.____A sum of money is budgeted for each school. The teachers and I determine how it is to be used.
    4.____I and my staff are expected to prepare budget proposals based upon the program we plan to follow. Our recommendations are carefully considered; I have an opportunity to defend and explain our proposals and plans.

7. In reviewing your experience of the past 10 years but using the most recent instance as a basis, check one of the following items to indicate your role in planning a new elementary school building or the major remodeling of one.
    1.____I have not been a principal of a new or a remodeled building.
    2.____A building was needed in a new area, no staff had been selected so the whole program went forward under the direction of the central office.
    3.____A building was needed in a new area, some principals and teachers from other schools in the system worked in the community with the central office staff in developing the educational plan.
    4.____A building was needed in a new area; I had been selected as principal and worked with the central office staff in developing the educational plan.
    5.____The building was to be replaced or remodeled; the central office provided the personnel and almost all of the information for planning the building.
    6.____The building was to be replaced or remodeled; I, as principal, participated with personnel from the central office in developing the educational plan.
    7.____The building was to be replaced or remodeled; I, as principal, my staff and representatives from the community participated with consultants from the central office in developing the educational plan.

J. THE PRINCIPAL AND SUPERVISION

1. Which describes best of the following items your responsibility for supervision in your school?
    1.____I am responsible for instructional supervision and improvement in my school and have no assistance for this task.
    2.____I am responsible for instructional supervision and improvement in my school and have some assistance from a supervisor of instruction or similar person.
    3.____I work closely on instructional supervision with a supervisor(s) who is assigned full time to my school.
    4.____Supervision of instruction comes from the central office; the principal is bypassed.
    5.____No one is specifically charged with the improvement of instruction in my school.

2. Check one to indicate your part in shaping the content of studies and the general program of your school:
   1.____My job is to carry out the prescriptions of state law and the policies of the local board. I keep the school going but do little about specific curriculum content.
   2.____We follow closely the program of the school system without specifically trying to influence its development
   3.____We follow closely the program of the school system but have some influence in its development.
   4.____Classroom teachers, principals, and supervisors plan and develop cooperatively the content of studies for the school system. The adaptation of these plans to the individual school is left to the teachers and the principal.

3. Check one of the following items to indicate your role in selecting the instructional materials used in your school:
   1.____We use the materials selected for us by the central office; we make no important recommendations.
   2.____No standard list of materials; each teacher indicates her needs which within reason, are obtained for her.
   3.____Our faculty, working together, makes our requests for materials in terms of the program of the school; within limits of budget and local policies we get what we need.
   4.____I, or my representative from our staff, work with a committee, which includes central office representatives, in making decisions on instructional materials to be ordered and allocated to the schools.

4. Check one to indicate your part in determining the specific methods used by classroom teachers in your school:
   1.____Each teacher determines his own method; I have little part in making decisions.
   2.____Although no one can make all decisions alone, I seek to keep a close watch upon specific methods and to make sure that the best methods are used in every classroom.
   3.____While each teacher largely determines the methods used, I am consulted when anyone wants to see me and I offer suggestions as I see fit.
   4.____Ultimately each teacher makes many of his own dedsions, but we depend a great deal upon group decisions by committees from the faculty; I am a member of these groups.
   5.____An instructional supervisor keeps a close watch on teacher methods to assure that the best methods are used. While I may assist in this procedure, teachers look to him for direction and help in instructional methods.

5. What was the main source of some new idea that has resulted in a change in practice within the last five years.
   1.____College courses
   2.____Professional reading
   3.____Conferences or workshops
   4.____Administrative or supervisory personnel
   5.____Contacts with other principals
   6.____Idea originated by a teacher or group of teachers.

6. How do you approach trying out new ideas?
   1.____I like to experiment with new ideas
   2.____I prefer to have other schools experiment with new ideas and then try out those which have been thoroughly tested.
   3.____Before we can accept new ideas, we need to do a better job of teaching the basic subjects.

7. Do you make supervisory visits to classrooms?
   1.____Yes 2.____No

8. Do you make supervisory visits to the same classroom more than one day in succession?
   1.____Yes 2.____No

9. Indicate the types of supervisory visits which you make and the frequency of such visits. Please indicate frequency of visits by entering the number of one of the following for each item.
   1. Frequently
   2. Occasionally
   3. Never

   A.____Announced
   B.____Unannounced
   C.____Scheduled
   D.____On request

10. After you have made a supervisory visit, how frequently do you have a follow up conference with the teacher? Check one.
    1.____Always
    2.____Occasionally
    3.____Never

11. Do you revisit the classroom to determine the effectiveness of the conference which followed previous visits? Check one.
    1.____Always
    2.____Occasionally
    3.____Never

12. How frequently are written evaluations of visits made and shared with teachers? Check one.
    1.____Always
    2.____Occasionally
    3.____Never

13. Check the one way in which you believe that you contribute most effectively to the improvement of instruction within your own school.
    1.____By organizing committees of teachers to study and report on instructional programs.
    2.____By leading the discussions at faculty meetings.
    3.____By helping individual teachers identify, study, and take action on problems in their own classes.
    4.____By my own careful study of individual children and by making the findings available to teachers.
    5.____By visiting classes and observing teachers and children at work.
    6.____By giving lectures to staff on methods of teaching and related topics.
    7.____By providing classroom teachers with many instructional materials and by maintaining a high degree of morale and sharing among the entire staff.
    8.____By continuous studies of the factors which impair instruction and reporting findings to teachers.
    9.____By keeping abreast of research and school developments and seeking to interpret these to the staff.

14. What are the three major ways in which you help teachers improve the learning environment. Rank the three most important by using the following:
    1. most important
    2. second most important
    3. third most important

    A.____Discuss instructional problems with individual teachers
    B.____Discuss instructional problems at faculty meetings
    C.____Encourage committees of teachers to study problems and implement their suggestions
    D ____Work jointly to solve instructional problems with teachers.
    E ____Visit classes and become directly involved in solving classroom instructional problems.

(Question 14 continued Page 7)

F.____Work with groups of teachers on problems at their own choosing.
G.____Assume leadership in providing instructional materials and helping teachers use them effectively.
H.____Conduct research studies on school problems.
I.____Encourage and make possible intervisitation of teachers.
J.____Help teachers feel free to experiment with new instructional innovations.
K.____Free teachers to participate in professional meetings & conferences.

15. Do you have budgeted funds to carry on an in-service education program ?
1.____Yes 2.____No

16. Does your school budget funds for professional travel of teachers?
1.____Yes 2.____No

17. How much money is budgeted for your professional travel (include travel to educational meetings and recruitment of staff).
1.____None
2.____Less than $50
3.____$50 to $99
4.____$100 to $149
5.____$150 to $199
6.____$200 to $249
7.____$250 or over

18. Indicate the approximate amount of your own funds you spent during 1963 fiscal year for professional travel.
1.____less than $50
2.____$50 to $99
3.____$100 - $149
4.____$150 - $199
5.____$200 - $249
6.____over $250

K. COMMUNITY WORK

1. A variety of avenues may be found for interpreting the schools to the public. Which of the following do you use frequently in trying to build public understanding? Check one for each item.
A. Thru newspapers, radio, television
1.____Yes 2.____No
B. Thru pupils
1.____Yes 2.____No
C. Thru teachers
1.____Yes 2.____No
D. Thru parents and parent organizations
1.____Yes 2.____No
E. Thru community contacts and organizations
1.____Yes 2.____No

2. In what types of LAY ORGANIZATIONS or community programs do you PARTICIPATE? Please indicate your status in EACH type by entering the number from one of the following statements:
1. Hold a major office or committee chairmanship
2. An active member
3. Hold membership, but am not active
4. Not a member

Write in: 1, 2, 3, or 4
A.____Business organizations or professional clubs
B.____Church, synagogue, or other regligious organization
C.____Community recreation
D.____Health and social welfare groups, Community Chest, Red Cross, TB
E.____Intercultural relations
F.____Local political club
G.____Lodge, fraternity, sorority
H.____Recreational, social, or cultural groups.
I.____Veterans and patriotic organizations
J.____Youth groups - scouting, 4 H

3. How many HOURS PER WEEK on the average do you usually give to these lay groups and activites? Check one.
1.____1 hour
2.____2 hours
3.____3 hours
4.____4 hours
5.____5 hours
6.____6-7 hours
7.____8-9 hours
8.____10 or more hours

L. SUPPLEMENTARY COMMENTS ON SPECIFIC QUESTIONS

This questionnaire has been set up for machine tabulations, so in most cases, it has used a limited number of items to be checked. You may have felt an urge to comment on your answer, to add a specific item, or to make suggestions which the form of the question did not encourage. Here is your chance to add something.

We do not expect you to comment on every question. Just look over your answers and pick the few where a comment or new item would enrich our understanding of your situation.

Be sure to indicate the exact question - write in its number - then put down your comment in brief and clear fashion.

ON QUESTION________ of Section_______ I want to say:

____
____
____
____
____
____
____
____

PLEASE RETURN TO:

Dr. Harry Merigis, Director
School of Elementary & Junior High
School Teaching
Eastern Illinois University
Charleston, Illinois

By Friday, November 6, 1964